



## BARNARD CASTLE SCHOOL

### **Relationships and Sex Education (RSE) Policy**

This is a Senior School policy.

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<b>Action</b>	<b>Responsibility</b>	<b>Date</b>
Reviewed	FEB, PJL	August 2023
Approved	Headmaster	August 2023
Next Review	FEB, PJL	August 2024

## **Introduction**

Barnard Castle School takes its responsibility to provide relevant, effective and responsible Relationships and Sex Education (RSE) to all of its pupils as part of the school's wider Personal, Social, Health, Economic (PSHE) education very seriously. Parents and pupils should feel assured that RSHE will be delivered at a level appropriate to the age and development of pupils and safe to voice opinions and concerns relating to the provision of RSE.

This policy covers the Senior School approach to RSE and is part of the PSHE Curriculum. At Barnard Castle School, this is referred to as 'Head Space'. This policy has been written in conjunction with the Barnard Castle School Preparatory School RSHE policy.

### Rationale

We are required to teach Relationships and Sex Education as part of our PSHE curriculum. Current regulations and guidance from the Department of Education (DfE) state that, from September 2020, all schools must deliver Relationships Education: [DfE statutory guidance 2019](#). High quality RSE helps to create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

RSE plays a vital part in meeting the school's safeguarding obligations as outlined in the latest Keeping Children Safe in Education 2022 guidance.

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact upon pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

Relationships and Sex education provides an excellent forum to provide pupils with the skills to make informed decisions and protect themselves against harmful and exploitative situations and, as such, is a tool to safeguard children. It contributes to the foundation of PSHE and Citizenship and promotes equality between individuals and groups. It involves the exploration of human and social diversity and a fostering of self-worth whilst recognising, accepting and respecting differences.

### Definition of RSE:

*(adapted from Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)*

At Barnard Castle School we believe that RSE is essential for students to embrace the challenges of developing a happy and successful adult life. Our programme will provide pupils with knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. The topics we address will support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The Barnard Castle School RSE programme will enable students 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. Our programme covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

### Equal Opportunities Statement

Barnard Castle School is committed to the provision of RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil an equal chance to experience, participate in and achieve an understanding of RSE, while a specialist team of staff and external speakers deliver on specific topics as part of the PSHE curriculum.

The School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organisation of teaching strategies will be regularly reviewed to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

### Relationship to other policies

This policy supports/complements the following policies:

- Barnard Castle School's PSHE Policy
- [Safeguarding Policy](#)
- [Anti-Bullying Policy 2020-2021](#)
- Behaviour Policy
- [Online Safety Policy](#)
- [Equal Opportunities Policy](#)
- [Curriculum Policy](#)

Documents informing the School's RSE policy include:

- [DfE statutory guidance 2019](#)
- <http://www.educationengland.org.uk/documents/dfee/2000-sex-education.pdf>
- Keeping Children Safe in Education September 2022 - statutory guidance for school and colleges
- Children Act (2004)
- Education Act (1996)
- Equality Act (2010)

### Formulation of the Policy

This Policy was produced by the Deputy Head (Pastoral) and Deputy Head (i/c Sixth Form, in coordination with the Head of PSHE.

Parents/carers were consulted initially through a Parental Pastoral Forum.

Staff were consulted through staff meetings and INSET training.

Governors were consulted during a meeting of the full governing body.

This policy has been approved and adopted by the Headmaster and the governing body. It will be reviewed annually.

## **Aims and Objectives**

The overarching aim of the Barnard Castle School RSE programme is that every student at Barnard Castle School is provided with the tools to develop healthy, nurturing relationships of all kinds. Subsequently, students' well-being, including physical, emotional, sexual and mental, are positively impacted by good relationships, not only presently in School, but also in their future.

We achieve this by:

- Delivering an age-appropriate RSE programme which all students, whether at Barney for the short or long-term, can benefit from.
- Providing regular opportunities for a blend of didactic and student-led discussions, enabling students to proactively engage in debate, after being informed of, and empowered within, contemporary influences and issues within relationships.
- Training and enabling staff to deliver RSE sessions, longer-term schemes and curriculum lessons, as part of the whole School RSE programme, allowing a cohesive, joined-up, student-centric approach to RSE messages.
- To provide a School-wide RSE programme, where parents, governors, staff and students are collectively part of, talking about, and modelling positive relationships.

The aim of this policy is to enable the effective planning, delivery and assessment of RSE and, through the provision outlined in this policy, the School aims to:

- empower students to proactively engage in healthy relationships.
- facilitate student discussion around the complexities of relationships, including decision-making, emotional awareness and moral dilemmas.
- educate students within sexuality, reproduction, sexual health and physical development.
- inform students about contraception, local support services, and national sexual health advice.
- support the development of self-respect, self-care and well-being, whilst understanding the importance of, and how to demonstrate, empathy and respect.

- teach students how to recognise abusive actions, including physical, emotional, sexual and mental, and to comprehend and manage issues around consent and pressure.

### **Roles, Responsibilities and Systems:**

The Headmaster is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE

Responsibilities	Role
Co-ordinating RSE provision	Deputy Head (Pastoral)
Accessing and co-ordinating training and support for staff	Deputy Head (Pastoral)
Delivery of the RSE curriculum	PSHE Teaching Team, School Nurses, External Speakers
Policy Development and Review Implementation of the policy; monitoring and assessment	Deputy Head (Pastoral) Senior Management Team
Link Governor for RSHE	Governor for Safeguarding
Safeguarding issues	Designated DSLs
Establishing and maintaining a link with parents/carers	Deputy Head (Pastoral)
Liaising with Senior School and/ or other schools	Deputy Head (Pastoral)
Liaising with the media	Headmaster

#### Co-ordinating RSE provision:

The designated RSE coordinator will manage the delivery of the RSE programme, in consultation with parents in the development and review.

The lead teacher will work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum subjects such as citizenship, science, computing and PE.

## PSHE Teaching Team:

### Senior Management Team:

The Senior Management Team will oversee and review the RSE policy, from a cross-year group and Key Stage perspective, as well as a holistic management of content. The SMT will also implement required changes to the policy and programme, particularly in light of pastoral developments or requirements in the School, working with the RSE co-ordinator on the latter. The SMT will also be responsible for in-School staff CPD and work with School nurses with content related to Sexual Health

### Teaching Staff:

Teaching staff will form an important part of the RSE delivery, both actively and passively:

- Actively - teaching staff within certain departments, such as (but not exclusively) Biology, PE and RS will have RSE content built into the Schemes of Work within departmental Schemes of Work, and teaching staff will be trained and qualified to deliver such content.
- Passively – teaching staff who deliver content related to social developments or relationships will also form part of the RSE programme, but more infrequently and implicitly
- Teaching staff may also need to respond to discussion content linked to RSE on an impromptu basis; this will fall under the standard Safeguarding training all staff receive and undertake annually, if not more frequently as required

### Support Staff:

Support staff may additionally need to respond to discussion content linked to RSE on an impromptu basis; this will fall under the standard Safeguarding training all staff receive and undertake annually, if not more frequently as required

### Governors:

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Headmaster: The Headmaster is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE

## Parents:

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

School will work closely with parents when planning and delivering these subjects. School will ensure that parents know what will be taught and when, 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. Parents will be given every opportunity to understand the purpose and content of Relationships Education and RSE.

School will invite parents in to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. Good communication and opportunities for parents to understand and ask questions about the school's approach will help increase their confidence in the curriculum and pastoral support.

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 discuss their concerns with the Deputy Head (Pastoral) in order for the School to fully understand and address any concerns/objections to the content of the curriculum. If parents do decide to withdraw their child, they should inform the Headmaster in writing and the School will keep a record of this.

Before granting any such request, the Headmaster will discuss the concern with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The discussion will include highlighting the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the pupil hearing their peers' version of what was said in the lessons, rather than what was directly said by the teacher, or seeking the answers elsewhere. The School acknowledges that such detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

### Students:

Student involvement, actively engaged in debate, discussion and advice, is central to the delivery of the policy and programme. To provide ownership and a forum with which students can engage in their education, the School organises frequent Identity events: student-led panels and audience question time, with various topics and issues.

After being provided with the facts, suitable language, and the premise of the debate, student panels lead the discussion, with a Chair who coordinates verbal contributions and the direction of the conversation. As a fortnightly event for Sixth Form, Sixth Formers also aid the delivery of Identity events with younger years.

The PSHE programme, with a student-centric approach, overlaps with the student involvement in RSE. Group work, where students in smaller numbers explore topics, issues and current affairs, is organised during Head Space sessions: a timetabled, weekly occurrence for each Year group and student, where student-led Socratic discussion is the overriding platform. The PSHE coordinates and manages the Head Space time, whilst the student debate and outcome then feeds into the 'live' programme.

Students are given a half-termly target setting session where 'character' and 'well-being' are a focus; RSE and PSHE are both designed to support students in understanding personal development and how to adapt and progress moving forward.

### **Training Commitment:**

Training for the school community will be included in the programme, as appropriate for the different roles, but maintained with national and local fluctuations or influences.

- Staff: Staff will be trained in a plethora of ways, content, and times within an annual calendar. This training will also differ depending on role within School, although the basic content will remain consistent.
  - Senior Management will receive and then be part of the delivery of training to teaching and support staff
  - School nurses will be trained within the delivery of sexual health and will also form part of the training for teaching and support staff
  - Teaching staff will receive training throughout the year during INSET and timetabled CPD sessions during term time
  - Support staff will receive training through the whole School INSET programme
- Parents: information and guidance for parents will be delivered through Pastoral Forums by Senior Management, engaging parents in an already established programme of Saturday sessions, informing and discussing topical issues affecting students locally and nationwide.
  - Parents will form part of the development of this RSE initially
  - Pastoral forums will then be delivered throughout the year, building upon the agreed aims and objectives, and echoing content delivered to students during the School day
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### **The Programme:**

#### Content and Delivery of the RSE Programme:



School has a whole school approach to RSE. It is taught within the Personal, Social, Health and Economic (PSHE) education curriculum, delivered to year groups in a weekly timetabled ‘Head Space’ slot and across additional areas of the curriculum, such as (but not exclusively) Biology, Religious Studies, IT and PE. Stand-alone sex education sessions are also delivered by our School Nurses and where appropriate, talks are given by visiting guest speakers and trained health professionals. Additionally, the School’s assembly programme and tutor group time compliment the RSE curriculum, focusing on Barnard Castle School’s identified virtues as part of our character education.

The curriculum has been developed to take into account the age, needs and feelings of all pupils and therefore may need to be adapted as and when necessary, to deal with current issues arising within School or at a more widespread level. This policy has been written in conjunction with and as an extension to the Prep School Relationships and Sex Education (RSE) and Health Education Policy, as well as in conjunction with the School’s PSHE Policy.

Statutory RSE Education content is as follows:

<b>Families</b>	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 e.g. 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); and, how to seek help or advice, including reporting concerns about others, if needed
<b>Respectful relationships, including friendships</b>	the characteristics of positive and healthy friendships (in all contexts, including online) including: 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 (e.g. 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

<b>Online and media</b>	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 e.g. 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

<b>Being safe</b>	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)

<b>Intimate and sexual relationships, including sexual health</b>	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, e.g. 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)
	how the different sexually transmitted infections (STIs), including HIV/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
<b>Mental wellbeing</b>	how to talk about their emotions accurately and sensitively, using appropriate vocabulary
	that happiness is linked to being connected to others
	how to recognise the early signs of mental wellbeing concerns
	common types of mental ill health (e.g. anxiety and depression)
	how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health
	the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness

<b>Internet safety and harms</b>	the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online
	how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
<b>Physical health and fitness</b>	the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress
	the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health
	about the science relating to blood, organ and stem cell donation
<b>Healthy eating</b>	how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer
<b>Drugs, alcohol and tobacco</b>	the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions
	the law relating to the supply and possession of illegal substances
	the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood
	the physical and psychological consequences of addiction, including alcohol dependency
	awareness of the dangers of drugs which are prescribed but still present serious health risks
	the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so
<b>Health and prevention</b>	about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics
	about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist
	(late secondary) the benefits of regular self-examination and screening
	the facts and science relating to immunisation and vaccination

	the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn
<b>Basic first aid</b>	basic treatment for common injuries
	life-saving skills, including how to administer CPR
	the purpose of defibrillators and when one might be needed
<b>Changing adolescent body</b>	key facts about puberty, the changing adolescent body and menstrual wellbeing
	the main changes which take place in males and females, and the implications for emotional and physical health

## SAFEGUARDING

RSE is crucial for creating a culture of safeguarding within the School. 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. When discussing some of the issues RSE covers, staff remain alert to the fact that some pupils may disclose abuse or other harmful experiences. Moreover, 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.

In cases of a disclosure, all staff have statutory training around child protection and will follow the School's safeguarding policy.

Pupils are regularly reminded of the avenues for support through the School (The Twelve To Turn To), should they wish to discuss an issue. Pupils are regularly reminded of this in Tutorials and Assemblies and posters throughout the School display the relevant contacts. Pupils are made aware that some information cannot be kept confidential, and made to understand that if certain disclosures are made then certain actions will ensue. At the same time pupils will be offered sensitive and appropriate support.

The RSE curriculum is integral to the School's preventative education in respect of safeguarding, sexual harassment and sexual violence, working alongside our whole school commitment to tackling harmful sexual behaviours such as sexual harassment or sexist, homophobic, biphobic or transphobic bullying in school and on a societal level.

### **Sexual harassment / Sexual violence**

The School is fully committed to tackling issues such as sexual violence and sexual harassment and 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 and beyond the curriculum, taking positive action to build a culture of respect and a 'zero tolerance' approach to sexually harmful behaviours. Sexual violence and harassment will never be passed off as 'banter' or an 'inevitable part of growing up' as we recognise that this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

This Senior School RSE policy and curriculum has been designed in light of the respective documents in Prep School, as well as considering those students who join the School new

at various points throughout Senior School. This is to ensure a cohesive pathway for every child, building upon previous education whilst also being inclusive of all.

For more information about the content of the School's RSE curriculum, please see our Head Space Schemes of Work and Lecture programme.

## **WORKING WITH VISITORS AND EXTERNAL AGENCIES**

External speakers form an integral part of delivering areas of our RSE scheme of work. External speakers are selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise.

The School will ensure that the arrangements for all visiting speakers are suitably assessed before the visit takes place to ensure that resources and content are suitable, age appropriate and aligned with the aims of this policy and the developmental stage of the pupils involved, as set out in our Visiting Speaker Policy.

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 Safeguarding 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 may also be made aware of any specific issues relating to safeguarding.

### **Accessibility and Inclusivity:**

- Delivery of the content will be made accessible to all pupils, including those with SEND. Depending on content and delivery style, all pupils will be considered in light of required teacher time, type of resources used, and style of teaching methods utilised
- Some pupils, including those with SEND and LGBTQ+ pupils, are more vulnerable to child-on-child abuse and other issues and will take this into consideration when teaching these subjects. We will ensure that LGBTQ+ content is fully integrated into the schemes of work, and not delivered as standalone lessons.
- Both pupils and parents will be given the right to withdraw from the RSE programme, both as a complete programme but also particular units

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects. When teaching these subjects, the religious background of all pupils will be taken into account when planning teaching, so that the topics that are included in the core content in this Policy are appropriately handled.

School will ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

## **ASSESSMENT**

Head Space is regarded as a subject in the curriculum and therefore delivered principally through timetabled lectures, Identity Forums and discussion-based lessons. This is to ensure that the approach to its delivery and learning is formalised and valued by all pupils.

Whilst there is no formal examination assessment for RSE, assessment will take place in a variety of formats, ensuring that teachers know where support, intervention and additional learning may be required. Use of quizzes, small group discussion, debate, self-reflection exercises, tutor meetings, as well as recording learning through the School's bespoke IT platform will enable monitoring of pupil progress and allow teachers to ensure that the course remains responsive to the needs of all learners.

### **Monitoring & Policy Review:**

This RSE policy will be reviewed at the following points:

- Annual policy review by members of the Senior Management and Governors
- Proactively each Half Term alongside the PSHE delivery and as part of that programme
- On a weekly basis when reviewing and tweaking required content, responding to the needs of the pupils and the local/national issues affecting young people

As part of the review process, parents and pupils will be engaged with in light of feedback and self-evaluation:

- Whilst there is no formal examined assessment for PSHE or RSE, there are some areas which will be considered in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. Self-evaluation will be the main application for student voice; online surveys will be used for parent voice

### **Further Reference in conjunction with this RSE Policy:**

This RSE policy reflects the legal requirement of RSE policy delivery, drawing upon the following guidance:

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory - *Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) • Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)

- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools