**Relationships and Sex Education Policy**

Beacon Independent School

 

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| Approved by: | John Page Date: March 2025 |
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**History of Changes/Reviews**

Author: John Page

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**Contents**

[1. Aims 4](#_Toc10147)

[2. Statutory requirements 4](#_Toc10148)

[3. Definition 5](#_Toc10150)

[4. Curriculum 5](#_Toc10151)

[5. Delivery of RSE 5](#_Toc10152)

[6. Roles and responsibilities 5](#_Toc10153)

[7. Parents’ right to withdraw 6](#_Toc10154)

[8. Training 6](#_Toc10155)

[9. Monitoring arrangements 6](#_Toc10156)

10. Working with visitors and external agencies 7

Appendix 1: Compulsory aspects set out by the DfE are as follows



# 1. Aims

The aims of relationships and sex education (RSE) at our School are to:

* Provide a framework in which sensitive discussions can take place
* Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
* Help pupils develop feelings of self-respect, confidence and empathy
* Create a positive culture around issues of sexuality and relationships
* Teach pupils the correct vocabulary to describe themselves and their bodies

# 2. Statutory requirements

As a secondary School we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017.](http://www.legislation.gov.uk/ukpga/2017/16/section/34/enacted)

In teaching RSE, we are required to have regard to [guidance](https://www.gov.uk/government/consultations/relationships-and-sex-education-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996.](http://www.legislation.gov.uk/ukpga/1996/56/contents)

At Beacon Independent School we teach RSE as set out in this policy.

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# 3. Definition

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 is not about the promotion of sexual activity.

# 4. Curriculum

We have developed the curriculum, taking into account the age, needs and feelings of pupils. We teach our pupils at “stage not age”. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online.

The curriculum programme is developed by Louise Page (Curriculum lead) in conjunction with the views of teachers, students, and/parents/carers. At Beacon Independent School we will meet the learning objectives and content outlined in the Relationship Education, Relationships and Sex Education and Health Education Guidance. All content will be age and developmentally appropriate to meet the needs of our students, including those with SEND.

# 5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

* Families
* Respectful relationships, including friendships
* Online and media
* Being safe
* Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

# 6. Roles and responsibilities

**6.1 The Headteacher**

The head of School is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw pupils from components of RSE (see section 8).

### 6.2 Staff

Staff are responsible for:

* Delivering RSE in a sensitive way
* Modelling positive attitudes to RSE
* Monitoring progress
* Responding to the needs of individual pupils
* Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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 Headteacher.

### 6.3 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

# 7. Parents’ right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the School will arrange this.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil’s educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

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# 8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the School, such as School nurses or sexual health professionals, to provide support and training to staff teaching RSE.

# 9. Monitoring arrangements

The delivery of RSE is monitored by John Page (Headteacher) and Louise Page (Curriculum lead) through:

Planning scrutinies,

Learning walks

Lesson Observations

Pupils’ development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by John Page (Headteacher) at every review.

**10. Working with visitors and external agencies**

Our School may invite external agencies to deliver parts of the SRE scheme of work. In such cases, external visitors will be selected in order to enrich our RSE curriculum and will have the skills and expertise to work with our young people on key topics.

When external visitors are in the School, staff will be present throughout these lessons so that they can build on the learning and answer any questions that they may have. Any external visitors will be expected to comply with the School’s policy, and other related policies, including the School’s child protection policy.

We will ensure that staff from external agencies understand the cohort of young people that involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any issues related to child protection.

We will work with the agencies prior to them delivering lessons in the School and ensure that the lessons have been appropriately prepared and planned. We will also have follow up sessions to ensure that we embed learning and provide opportunity for our young people to ask further questions or explore topics/areas that are important to them.

**Appendix 1**

**Compulsory aspects set out by the DfE are as follows:**

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|  | **KS3** | **KS4** |
| **Relationship Education** | Must be taught – no right to withdraw | Must be taught – no right to withdraw |
| **PSHE – Health Education** | Must be taught – no right to withdraw | Must be taught – no right to withdraw |
| **Science – Reproduction Education** | Must be taught – no right to withdraw | Must be taught – no right to withdraw |
| **Sex Education (beyond compulsory Health and Science aspects of the curriculum)** | Must be taught – no right to withdraw | Must be taught – parents can withdraw until three terms before a child’s 16th birthday |