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**The Nest: RSE Policy**

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| Policy Devised | 17/03/2023 | Clare Browne  Deputy Head |
| Version no: | 2 |  |
| Ratified by |  | Jo Talbot-Beech |
| Date ratified |  | 10/04/2023 |
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14. **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 At the Beechfield School.

The coverage of RSE ties into the School’s values of developing students who are:

* Respectful
* Fair
* Compassionate
* Caring

As such, it is vital that our RSE Curriculum allows students to cover topics and issues designed to make them more effective decision makers, more tolerant individuals and more respectful of others faith, culture, sexuality or gender.

**2.) Statutory requirements**

As a SEMH Independent school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

From 2020, the school must follow the statutory guidance and curriculum outlined in Relationships, Education, Relationships, and Sex Education (RSE) and Health Education guidance document from the Department of Education.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At the Beechfield School we teach RSE as set out in this policy.

1. **Policy development.**

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff took all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were made aware of this new policy through the school website and via a letter sent out by the school inviting them to raise any questions or concerns with the policy, its contents and the delivery of RSE within the school.

4. Student l consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

1. **Definition.**

**What is relationship and sex education?**

* RSE is about the emotional, social and cultural development of young people, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
* The following key principles apply to all those who want to support children and young people (teachers, parent/carers, youth workers, health professionals, social workers):
* Relationships and Sex Education (RSE) is an entitlement for all children and young people.
* It should meet the needs of all children and young people and be mindful of their life experiences and be based on their developmental and expressed needs.
* RSE provides an understanding that positive, caring environments are essential for the development of good self-image and that individuals are in charge of and responsible for their own bodies.
* RSE involves a combination of sharing information, exploring issues and values.
* It should provide consistent messages.
* It should be continuous and developmental, supporting children and young people as they move from childhood through puberty and adolescence to adulthood.
* It should encourage personal and social development fostering self-esteem and support a positive understanding of mental health.
* It should involve acquiring information, developing skills and forming positive beliefs, values and attitudes.
* Relationships and Sex Education (RSE) is an entitlement for all children and young people.
* RSE is not about the promotion of sexual activity.

**The RSE Curriculum comprises of two parts**

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| --- | --- |
| **Relationships and Sex Education** | **Health Education** |
| Families  Respectful relationships, including friendships Online media  Being safe  Intimate and sexual relationships, including sexual health | Mental wellbeing  Internet safety  Physical health and fitness  Healthy eating  Drugs, alcohol and tobacco (including Vaping)  Health and prevention  Basic first aid  Changing adolescent body |

1. **Curriculum**

**We will focus on:**

* Different types of relationships, including friendships, family relationships, dealing with strangers and, intimate relationships;
* How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
* How relationships may affect health and wellbeing, including mental health;
* Healthy relationships and safety online;
* Factual knowledge, around sex, sexual health and sexuality, set firmly within the context of relationships.
* We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of pupils.
* If students 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.
* For more information about our curriculum, see our curriculum map in Appendix 1

1. **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).

Students will take part in this area of education in their normal groups, or occasionally year groups. Work will be planned to meet the needs of the students. Students with special educational needs will receive sex education.

Staff may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of those children with SEND.

Approved outside agencies will also support the delivery of sex education and other areas such as mental health and wellbeing.

Students seeking personal advice from teachers should be made aware that they cannot promise confidentiality, such matters should be referred to the head of school (Wellbeing, Behaviour & Safety). 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

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

1. **Roles and responsibilities**

**The governing body**

The Personal Development link of the governing body will approve the RSE policy and hold the Head of school and SLT Personal Development link to account for its implementation.

**The Head of School**

The Head of school, Liam Barlow and the Curriculum Lead, Clare Browne are responsible for ensuring that RSE is taught consistently across the school.

This is done through half termly progress meetings with the SLT team.

The Head of school is also responsible for managing requests to withdraw pupils from non-statutory components of RSE (see section 8), either directly or via the deputy head.

**SLT responsible for the curriculum**

This member of staff ensures the day to day running of the RSE curriculum across the school. They will ensure Schemes of Learning and resources are in place for each lesson and staff are aware of the content and aims of each topic.

This member of staff will liaise with external organisations to provide visits and workshops where it is deemed these will be beneficial to students Personal Development. The SLT link is also responsible for the QA process of the RSE curriculum (see section 10)

The SLT team will develop the RSE curriculum to cover specific issues which are occurring locally and require the school to take action and raise awareness.

**Staff**

Staff are responsible for:

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

Staff are not able to opt out of teaching RSE.

Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

The RSE Curriculum is overseen by the Deputy Head: Clare Browne

The RSE Curriculum is then taught by all members of staff across Y7-9 and to 10 and 11.

**Staff Members are:**

Liam Barlow - head of school

Clare Browne - Deputy Head and curriculum lead

Alex Platt – Education Engagement Specialist, head of PSHE

**Students**

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

1. **Parents’ right to withdraw**

Parents have the right to withdraw their children from the components of sex education covered within the RSE Curriculum (Outlined in Appendix 1) up to and until 3 terms before the child turns 16. Essentially, this would remove the child from lessons on intimate and sexual relationships, including sexual health.

Parents do not have the right to withdraw children from sexual reproduction lessons covered within the Key Stage 3 and Key Stage 4 Science Curriculum as this is statutory.

There is no right to withdraw from Relationships Education as the Department for Education believes the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

There is also no right to withdraw from the Health Education at secondary level as the Department for Education believe that children should have a secure understanding of mental and emotional well-being, physical health and fitness, healthy eating and the dangers of drugs and alcohol.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of school or Deputy head. The Head of school or Deputy Head will discuss the request with parents and take appropriate action.

This discussion may take place with the Curriculum lead so that parents can fully appreciate what sex education will look like for their child.

The Head of school or Deputy Head will discuss with the parents the benefits of receiving RSE and any detrimental effects that withdrawal might have on a child. This could include social and emotional effects of being excluded, as well as the likelihood of the child having their peers’ version of what was said in class, rather than what was directly said by the teacher.

Once these discussions have taken place, the school will respect the parents request to withdraw the child.

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

1. **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 Head of school and Curriculum Lead may also invite visitors from outside the school, such as school nurses or sexual health professionals and the Teenage Vulnerability Team to provide support and training to staff teaching RSE.

1. **Monitoring arrangements**

The delivery of RSE is monitored by Miss Clare Browne –Deputy Head and curriculum Lead.

Learning Walks and Book Scrutinies which are conducted on a half termly basis as per the schools’ Quality Assurance Calendar. Students’ development in RSE is monitored by staff as part of our internal assessment systems. Students will complete a range of assessment pieces through the academic year to monitor their understanding of the themes and issues studied This policy will be reviewed by Miss Browne on an annual basis.

At every policy review, the policy will be approved by the Head of School and the governing body.

**Appendix 1**

**Curriculum overview**

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| Year Group | Term | Topic |
| 7 | Autumn/Spring/Summer | **Relationships** –   * Diversity, Types of relationships   **Health and Wellbeing**   * Healthy routines and managing change |
| 8 | Autumn, Spring, Summer | **Relationships**   * Discrimination in all forms. Healthy/unhealthy relationships   **Health and Wellbeing**   * Emotional wellbeing, body image and importance of physical activity**.** Pressures around drug misuse. |
| 9 | Autumn, Spring, Summer. | **Health and Wellbeing**   * Peer Influences, diet and lifestyle.   **Relationships**   * Respectful Relationships and relationship changes. * Consent, First Aid |
| 10 | Autumn, Spring, Summer | **Relationships**   * Communication in relationships * Families   **Health and Wellbeing**   * Independence |
| 11 | Spring  Autumn, Spring,Summer | **Relationships**   * Types of relationships – addressing extremism and radicalisation.   **Health and wellbeing**   * Influence * Mental Health |

**Appendix 2**

By the end of secondary school students should know:

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| --- | --- |
| **Topic** | **Students should know:** |
| Families | * 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 |
| Respectful relationships, including friendship | * 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. |
| Online and media | * 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. |
| Being safe | * 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) |

**Appendix 3**

Parents/Carers/guardians right to withdraw letter.

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| To be completed by parents/carers/guardians | |
| Name of student: | |
| Name of Parent/carer/guardian: Date: | |
| Reason for withdrawing from sex education lessons within RSE lessons; | |
| Any other information you would like the school to consider: | |
| Parent/carer/guardian signature: | |
| To be completed by the school. | |
| Agreed actions by the school in  discussion with parents/carers/guardians |  |