

# Bloxham School



## 2c Sex and Relationships Education Policy

ISI	Part 1. Quality of Education Provided
NMS (if applicable)	
Policy Owner (SLT)	MGP/JHS
Governor Responsible	N/A
Governor Review Date	Michaelmas 2023
Policy Last Updated	23.08.2022
On the Website	No

Please read in conjunction with:

- Safeguarding Policy
- Curriculum Policy
- PSHE Handbook
- Promoting Positive Behaviour Policy
- Laptop and Computers Usage Policy

## Introduction

Section 1(2) of the Education Reform Act 1988 requires all maintained schools to offer a curriculum which

- a) promotes the spiritual, moral, cultural, mental, and physical development of students at the school
- b) is in accordance with the DoFE Statutory Guidance on Relationships Education, Relationships and Health Education.
- c) and prepares such students for the responsibilities and experiences of adult life.
- d) Complies with the relevant requirements of the Equality Act 2010 (no unlawful discrimination against the 9 protected characteristics)

Relationship and Sex education (RSE) is an important dimension of this statutory entitlement. RSE is an essential element in preparing students for adult life but should not be studied in isolation. It should be developed in the context of a broad and balanced programme of personal, social and health education of which self-esteem and respect for others are the cornerstones. It should be viewed as a lifelong process occurring in both formal (e.g. the classroom) and informal (e.g. the home and the community) settings. RSE should be fully integrated into the received curriculum, which is the total learning gained by the student. Contributing elements to this are the pastoral support, school philosophy and aims, school organisation, curriculum content and method, teachers' attitudes and skills and the learning environment. RSE is taught in timetabled PSHE lessons for all students from Year 9 to the end of Year 12, following a curriculum set out and planned by the Head of Wellbeing and PSHE team.

## Aims

1. To support the personal and social development of **all** students and aim to help them to reflect on and develop the habits of a life well-lived. To support students to make informed and skilful choices in their lives which contributes to their own flourishing and the flourishing of others.
2. ensuring that **all** students have the ability to accept their own and others' sexuality
3. To express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, equipping them to avoid harmful or damaging situations free from abuse.

## Objectives

1. To discover what students, know, understand, think and feel and to identify their needs.
2. To create a programme for progressive and differentiated learning which caters to those needs and is sensitive to all individuals and groups.
3. To encourage unembarrassed acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encouraging positive attitudes to all bodily functions through the use of teaching materials accessible to all students. The Head of Wellbeing will consult with the SENCO to ensure that there are no barriers to learning for any students in the RSE teaching materials.
4. To generate a factual, non-judgemental environment providing scope for students to ask questions in a safe atmosphere without embarrassment.
5. To counteract misleading myth and folklore and false assumptions of 'normal' behaviour.

6. To enable students to accept puberty by providing reassurance that change is part of the life cycle and to give help in adjusting to these changes.
7. To teach students to understand the benefits of healthy intimate relationships, family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult.
8. To understand the value of family life, in the broadest sense, the implications of parenthood and needs of the very young.
9. To understand and respect the varied cultural and religious influences on individual sexuality.
10. To develop skills in personal relationships and recognise the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, students can be empowered to identify when relationships are unhealthy and the negative impact this can have on mental wellbeing.
11. To develop awareness of sexual identity, to challenge sexism and prejudice in society and to promote equal opportunities.
12. To develop growing understanding of risk and safety and the motivation and skills to keep themselves safe.
13. To be aware of sources of help and to acquire the skills and confidence to use them.

### **What is RSE?**

RSE is about giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It is an umbrella term for all the learning we need in order to understand our own and others' sexuality and to develop skills for relationships and informed decision making, including assertiveness and communication. Sex education has moral, legal, cultural and ethical dimensions. The underlying themes of rights, responsibilities, respect and risk should be taught within a values framework. This should include honesty and development of self-awareness for self and others, tolerance for others and their views, non-exploitation, mutuality, commitment, trust and bonding within sexual relationships and self-discipline regarding their sexuality.

### **SRE in the curriculum:**

An international review by the WHO of 19 studies on the effects of sex education in schools, published in 1994, found no evidence of increased sexual activity among young people receiving sex education and in 6 studies it led to a delay in the onset of sexual activity. Effective RSE does not encourage early sexual experimentation. It teaches young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

The planned programme of study should demonstrate:

Progression - via a spiral curriculum where topics are revisited using material and language appropriate to the year group concerned, intimate relationships topics being introduced at an appropriate time. RSE is embedded within the PSHE programme and taught through all the other school opportunities and pastoral education of our students. Bloxham school follow a programme of study designed for Years 7-8 through PSHE lessons taught during tutor time within the familiar environment of Exham House by experienced members of the teaching and tutor team with overview by the Deputy Head of House. Year 9 students follow a bespoke programme of study within a weekly lesson taught by HsMs and Asst HsMs with overview of the content by a designated member of the Bloxham PSHE team. Years 10 – 13 follow a programme of study consisting of five six week blocks of topics taught by experienced members of the teaching staff and senior medical staff.

Relevance and differentiation - related to the maturational needs of students and drawing on their existing knowledge. Teaching methods should be active and participatory.

Integration and continuity - within a PHSE programme and as far as possible throughout the taught curriculum.

Sensitive issues - which include contraception, HIV/AIDS, homosexuality, transgender issues, abortion, sexual abuse, morals and morality should be addressed in a broad and balanced way, free from any sensationalism and personal bias. The material should be pitched at the level of students' needs and experience. The aim should be to dispel myths, reduce fear and anxiety, clarify understanding and counteract prejudice.

### **Monitoring and Evaluating**

The Asst Head Wellbeing and the Deputy Pastoral will meet annually (normally in the Summer Term) to review and revise the RSE subject content and ensure that any changes to the statutory guidance are reflected in the subject content.

In addition, the Asst Head Wellbeing will consult (at least) annually with the PSHE team to make revisions and amendments to the RSE subject content.

All pupils taking PSHE lessons will have the opportunity to give anonymous written feedback on their lessons once in each academic year. Where appropriate, this feedback will be acted upon by the Asst Head of Wellbeing.

The subject content will be monitored biennially by the Pastoral Leadership Team.

Pupil focus groups conducted by the Deputy Head Pastoral during the annual House inspection will be given the opportunity to discuss this area of provision.

### **LGBTQ+**

The RSE teaching materials aim to meet the needs of all pupils regardless of gender, sexual orientation or any other protected characteristic as outlined in the Equality Act of 2010.

The RSE teaching materials will avoid (where reasonably possible) the depiction of any one sexuality, gender identity or relationship type as normative or normal.

The RSE teaching materials cohere with Bloxham School Safeguarding Children and Child Protection Policy and Guidance.

### **Availability of subject content to parents.**

An overview of the RSE content, along with this policy, will be available to parents on the school website.

### **The right to withdraw a child from Sex Education.**

Bloxham School respects the rights of parents/carers to withdraw their child from all or part of Sex Education (but not Relationships or Health Education) up to and until 3 terms before their child turns 16.

Parents will be informed by the Asst Head of Wellbeing that Sex Education is to take place and extended the right to withdraw if applicable.

Requests to withdraw should initially be directed to HsM (who oversee the pastoral care of each child). HsM will then inform the Asst Head of Wellbeing if a child has been withdrawn. The HsM will keep a record.

### **Responsibilities of the school Governing Body.**

This policy will be approved by the Governing Body, or an appropriate committee.

This policy will be reviewed annually by the Governing Body.

Governors will ensure that RSE is properly timetabled, staffed and resourced to ensure that Bloxham

School meets its legal obligations.

Governors will ensure that RSE provision is subject to regular and effective evaluation.

Governors will ensure that RSE is accessible to all pupils with SEND.

Governors will ensure that parents are provided with clear information on how RSE is taught at Bloxham and are properly informed of their Right to Withdraw their child from Sex Education, but not Relationships or Health Education.

<b>DfE Guidance Topic Area:</b>	<b>Pupils Should Know:</b>	<b>When covered at Bloxham:</b>
<b>Families</b>	that there are different types of committed, stable relationships.	Exham House years 7 & 8 tutor times 3 <sup>rd</sup> Form 4 <sup>th</sup> form L6
	how these relationships might contribute to human happiness and their importance for bringing up children.	Exham House years 7 & 8 tutor times 3 <sup>rd</sup> Form 4 <sup>th</sup> form L6
	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.	4 <sup>th</sup> form
	why marriage is an important relationship choice for many couples and why it must be freely entered into.	4 <sup>th</sup> Form
	the characteristics and legal status of other types of long-term relationships.	4 <sup>th</sup> form
	the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	4th Form
	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.	3 <sup>rd</sup> Form 4 <sup>th</sup> form L6

<b>Respectful relationships, including friendships</b>	<b>Pupils should know</b>	<b>When covered at Bloxham:</b>
	the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries,	Exham House 3 <sup>rd</sup> Form 5 <sup>th</sup> form L6

	privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	3 <sup>rd</sup> Form 4 <sup>th</sup> form 5 <sup>th</sup> L6
	practical steps they can take in a range of different contexts to improve or support respectful relationships.	Exham House 3 <sup>rd</sup> Form – 6 <sup>th</sup> Form
	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).	3 <sup>rd</sup> Form – 6 <sup>th</sup> Form
	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.	Exham House  3 <sup>rd</sup> Form – 6 <sup>th</sup> Form
	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	Exham House  4 <sup>th</sup> Form
	that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.	5 <sup>th</sup> Form L6th U6th
	what constitutes sexual harassment and sexual violence and why these are always unacceptable.	3 <sup>rd</sup> Form – 6 <sup>th</sup> Form

	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.	Exham House 3 <sup>rd</sup> Form -6 <sup>th</sup> Form
<b>Online and media</b>	<b>Pupils should know</b>	<b>When covered at Bloxham:</b>
	their rights, responsibilities and opportunities online, including	Exham House

	that the same expectations of behaviour apply in all contexts, including online.	3 <sup>rd</sup> Form – 6 <sup>th</sup> Form
	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.	Exham House 3 <sup>rd</sup> Form – 6 <sup>th</sup> Form
	not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	Exham House 3 <sup>rd</sup> Form – 6 <sup>th</sup> Form
	what to do and where to get support to report material or manage issues online.	Exham House 3 <sup>rd</sup> Form – 6 <sup>th</sup> Form
	the impact of viewing harmful content.	Exham House 3 <sup>rd</sup> Form – 6 <sup>th</sup> Form
	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.	5 <sup>th</sup> Form 6 <sup>th</sup> Form
	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.	3 <sup>rd</sup> Form – 6 <sup>th</sup> Form
<b>Being safe</b>	<b>Pupils should know</b>	<b>When covered at Bloxham:</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.	4 <sup>th</sup> Form 5 <sup>th</sup> Form 6 <sup>th</sup> Form
	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).	5 <sup>th</sup> Form 6 <sup>th</sup> Form

<b>Intimate and sexual relationships, including sexual health</b>	<b>Pupils should know</b>	<b>When covered at Bloxham:</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.	4 <sup>th</sup> Form 5 <sup>th</sup> Form 6 <sup>th</sup> form
	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.	4 <sup>th</sup> Form 5 <sup>th</sup> Form 6 <sup>th</sup> form
	the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.	5 <sup>th</sup> Form 6 <sup>th</sup> Form
	that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	5 <sup>th</sup> Form 6 <sup>th</sup> Form
	that they have a choice to delay sex or to enjoy intimacy without sex.	4 <sup>th</sup> Form 5 <sup>th</sup> Form 6 <sup>th</sup> Form
	the facts about the full range of contraceptive choices, efficacy and options available.	5 <sup>th</sup> form 6 <sup>th</sup> Form



	the facts around pregnancy including miscarriage.	4 <sup>th</sup> Form 5th Form 6th form
	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).	4 <sup>th</sup> Form 5th Form 6th Form
	how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use)	L6 Form

	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.	