
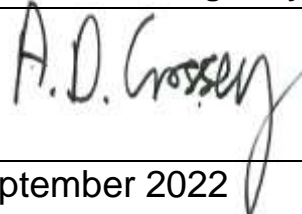


RELATIONSHIPS & SEX EDUCATION (RSE) POLICY



NAMED PERSON:	Matt Wardle
ATTACHED COMMITTEE:	Curriculum

Last Review Date:	September 2022
Review Cycle:	2 Years
Next Review Date:	September 2024

Mr Keith Harvey Co Chairman of Governing Body	Mr Andy Crossey Co Chairman of Governing Body
Signed: 	Signed: 
Date: September 2022	Date: September 2022

School ethos / values statement – Success for All through Achievement, Challenge & Enjoyment

At The Buckingham School, we are committed to providing a holistic approach to education, which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships and Sex Education (RSE), and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a student's education and contributes to their personal development.

RSE provision has been designed to be age appropriate, inclusive and sensitive to the needs of the community. We provide a real and relevant curriculum that enables students to understand and manage their lives both now and in the future.

2. Aims of the RSE policy

All state funded secondary schools are required to teach Relationships and Sex Education from September 2020 and are mandated to have a Relationships and Sex Education Policy. It is the statutory responsibility of the governing body to ensure the school's RSE policy is compliant and up to date.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching RSE
- Help parents and carers to understand RSE and support them to work with their child to secure the very best outcomes for our young people
- Demonstrate how the school meets legal requirements with regards to RSE provision

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, makes Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019).

To comply with the requirements to have an up to date RSE policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups . The protected characteristics that apply to school age children are disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from RSE teaching are identified and followed up accordance with the school safeguarding policy.

To state the right of parents and carers to withdraw their child from designated Sex Education lessons up to three terms before the child's 16th birthday. After that point if the child wishes to receive sex

education rather than be withdrawn, the schools should make arrangements to provide the child with sex education during one of those terms.

3. Development of the policy

This policy was developed by the PSHE lead in consultation with school governors, senior leaders and the local authority. We welcome parents and carers to make an appointment to discuss any aspect of this policy and RSE provision in school.

This policy links to the Child Protection Policy, anti-bullying policy, Equalities policy and the PSHE policy.

4. Definition of RSE

Statutory Relationships and Sex Education (RSE) is taught through the Personal, Social, Health and Economic education (PSHE) curriculum and provides pupils with age and context appropriate lessons across KS3 & KS4 to support students to achieve the RSE outcomes defined by the DfE by the end of Year 11. (See Appendix 1).

RSE gives students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. RSE teaches pupils how to keep safe and recognise and manage potential dangers in their on and off line lives, to avoid all forms of abusive relationships and how to report any concerns or abuse and where to access help when needed.

RSE is about the emotional and social development of relationships, and is not about the promotion of sexual activity. It should cover contraception, sexual health, the difference between intimate relationships and non-intimate relationships and promote delaying sexual activity within the context of the law.

5. The Curriculum

Intent

Relationships Education will become statutory from September 2020. High quality Relationships Education will support pupils to:

- form and maintain positive relationships with other children and adults
- understand the importance of positive and healthy relationships on their wellbeing
- recognise what makes a good friendship and how to be a good friend in return
- provide strategies to manage the ups and downs of friendships and relationships with others
- show respect for others and recognise diversity within relationships, treating others with kindness, consideration and understanding
- develop positive character traits and personal attributes such as self- respect, kindness, honesty, integrity and resilience
- positively engage in social action and contribute to the wellbeing of others
- understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- recognise the value of family life, marriage and stable loving relationships

- receive factual knowledge about intimate and sexual relationships , sexual health and consent
- understand the importance of recognising and establishing their own personal boundaries and privacy
- recognise the characteristics of abusive relationships and support students to make choices that protect them from engaging in harmful relationships, including violence and sexual exploitation
- understand and respect differences and combat all forms of bullying and discrimination
- recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and have the appropriate vocabulary to do so (including signposting to trusted online support services such as Childline)
- ask a trusted adult regarding any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that can could cause them harm

Implementation

Statutory Relationships and Sex Education is delivered through the PSHE curriculum and is taught at an age appropriate level from years 7-11.

Outcomes for Relationships and Sex Education for the end of secondary school are defined by the DfE and shape what will be taught.

- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- The Law

Further details of what we must cover can be found in appendix 1

We use questioning and starter tasks to ascertain what students already know, and find out what they would like to learn to ensure the content and delivery of RSE is appropriate and relevant. Distancing techniques are used to teach RSE, which provides depersonalised examples, which support students to explore what is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no student feels excluded and we teach students to respect difference, promote equality and challenge stigma.

What we use – EC Publishing for the planning and delivery of Relationships and Sex Education.

Who – Teachers across the school.

When – Years 7-8 have one hour of PSHE per week and years 9-11 have one hour of PSHE per fortnight.

Additional information - Sex Education

Definition: Sex education is part of statutory RSE and covers intimate relationships and sexual health as identified in the statutory guidance and anything that is in addition to what is covered in the science curriculum. This is the only aspect of RSE that parents/ carers can exercise their right to withdraw their child.

What we use to teach sex education – EC Publishing resources.

Who teaches it – Teachers across the school.

When - Intimate relationships and sexual health is taught in every year group and taught in mixed gender classes.

How delivery and content of RSE will be made accessible to all pupils including SEND – All lessons contain differentiated tasks and teachers amend lessons as appropriate.

Where you can view curriculum information – Please see Appendix 2 as this shows the overview for years 7-11.

Managing Difficult Questions and sensitive issues

All aspects of PSHE, including RSE are underpinned by the School Virtues (ambition, confidence, respect, empathy, resilience, integrity and curiosity) with lessons being delivered in a safe and well-managed environment.

Students are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. Students who do not feel confident to ask questions or wish to have a separate conversation with a member of staff are encouraged to do so and informed on where support/advice can be sought. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise. If students' questions go unanswered, they may turn to inappropriate sources of information including the internet. As part of RSE provision we signpost students to trusted websites and relevant support agencies to encourage them to access safe sources for support and further information outside of lessons. LGBTQ also forms part of the inclusive curriculum and is not taught separately.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Impact

High quality Relationships Education will enable our students to:

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise the value of committed relationships and marriage
- Recognise unhealthy and abusive relationships and have strategies to challenge negative behaviours and know when and where to seek help if there are concerns
- Know what to do if there are problems within relationships both on and off line, how to keep safe and know when and where to go to seek help
- Have factual knowledge about intimate and sexual relationships and sexual health. Students know the law and importance of delaying sexual activity
- Understand that intimate and sexual behaviour should never be entered into as a result of coercion and peer pressure and how to report concerns

6. Confidentiality and safeguarding

Any personal disclosures made by students or concerns raised by staff will be followed up in accordance with the school's safeguarding procedures. There will always be two adults in the classroom when delivering sex education. Please see the Child Protection policy for further details.

7. Roles and Responsibilities

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date RSE policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring RSE is taught consistently across the school and for managing requests concerning the parental right to withdraw from some or all of the Sex Education curriculum.

The Curriculum Leader of Personal Development is responsible for leading and managing PSHE, which includes statutory Relationships Education. Teachers are responsible for delivering RSE using the provided resources but these can be amended according to professional judgement and class context. Students are expected to fully engage with RSE and treat others with respect.

8. Working with outside agencies and visiting speakers

There may be times where it is appropriate to bring in outside agencies to deliver RSE-related content. We will always seek to clarify the content of the delivery beforehand to ensure its appropriateness for our students.

Any external visitors and agencies will also be subjected to our safeguarding procedures.

9. Monitoring, evaluation and training

RSE provision will be monitored and evaluated by the Curriculum Leader of Personal Development, SLT and Governors in line with the monitoring cycle agreed by the school. The RSE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the RSE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

10. Working with parents and carers

Our curriculum intents, implementation plans and expected impact are shared on our school website and updated annually for public access. If any questions or queries arise, they will be directed the Curriculum Leader for Personal Development in the first instance.

Right to withdraw and protocols

As previously stated, parents/carers can request their child is withdrawn from sex education, and the school will respect the parents' request, except in exceptional circumstances. This applies to students up until three terms before their 16th birthday, after that point if the child wishes to receive sex education rather than be withdrawn, the schools should arrange to provide the child with sex education during one of those terms.

Parents and carers do not have the right to withdraw their child from any other aspect of Relationships Education, Health Education (including the changing adolescent body/puberty) or any other aspect of PSHE. The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full RSE curriculum.

Appendix 1 RSE DfE descriptors

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>

Full statutory guidance doc (if you want to include)

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Appendix 2

Personal Development (PSHE & RSE are taught through this)

RSE Curriculum Overview

Year Group: Year 7

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, fieldwork, trips etc.)	How parents could support students
Autumn	<p>Enrichment: Team Building project</p> <p>PSHE:</p> <ul style="list-style-type: none"> • Introduction to PSHE • Healthy lifestyle (keeping healthy, eating responsibly, exercise, consequences of not eating healthily, energy drinks, dangers of smoking, dangers of drugs) • Puberty (periods, FGM) 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Spring	<p>Enrichment: Global Warming project</p> <p>PSHE:</p> <ul style="list-style-type: none"> • Anger • Mental Health • Being an aspirational student (self-esteem, wants and needs, resilience and facing challenges) • Budgeting (personal budgeting plan, savings, loans and interest, financial transactions, financial products, shopping ethically) 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Summer	<p>Enrichment: Science Fair</p> <p>PSHE:</p> <ul style="list-style-type: none"> • Relationships (good friendships, family and relationships, love and relationships) • Bullying (bullying or banter, cyber-bullying) • Social media and keeping safe online • Personal identity and stereotyping • Extremism 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge

Year Group: Year 8

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, fieldwork, trips etc.)	How parents could support students
Autumn	<p>Enrichment: Life 100 years ago project</p> <p>PSHE:</p> <ul style="list-style-type: none"> • Personal Development (setting targets, self-confidence, behaviour, mindfulness, emotional literacy) • Skills (communication, teamwork) • Finance (Entrepreneurs, income, budgeting, payslips, tax) 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Spring	<p>Enrichment: The world around us project</p> <p>PSHE:</p> <ul style="list-style-type: none"> • Personal safety in the wider world • Vaping • Teen pregnancy • Cancer awareness • LGBT+ • Stereotyping (disabilities, teens and the media, religion, discrimination) • British Virtues • Environment 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Summer	<p>Enrichment: School Improvement Plan project</p> <p>PSHE:</p> <ul style="list-style-type: none"> • Sex Education (safe sex, good sexual health, consent, sexting, pornography) • Internet safety • Extremism (extremist groups, radicalisation, attracting converts, Islamophobia) • Domestic conflict • Body image (focus on males) 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge

Year Group: Year 9

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, fieldwork, trips etc.)	How parents could support students
Autumn	<p>Enrichment: Careers</p> <p>PSHE:</p> <ul style="list-style-type: none"> • Keeping to rules • Growth Mind-set • Interpersonal skills • Peer-pressure • Selfie-obsessed • Illegal drugs • Alcohol • Responsible health choices 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Spring	<p>Enrichment: Finance</p> <p>PSHE:</p> <ul style="list-style-type: none"> • Stress • Mental health • Acid attacks • Knife crime • Young offenders • Domestic violence • CSE 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Summer	<p>Enrichment: Business Enterprise Challenge</p> <p>PSHE:</p> <ul style="list-style-type: none"> • Body image (focus on females) • Body image (focus on eating disorders) • LGBT+ • Protection from prejudice and discrimination • Why can't some people access education? 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge

Year Group: Year 10

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn	PSHE: <ul style="list-style-type: none"> • Time management • Social anxiety • Social media and self-esteem • Grief and bereavement • Suicide • Tattoos and piercings • Binge drinking 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Spring	PSHE: <ul style="list-style-type: none"> • Anti-social behaviour • Crime, gangs and county lines • Criminal justice system • Homelessness • Hate crime • Racism 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Summer	PSHE: <ul style="list-style-type: none"> • Internet safety • Harassment and stalking • Revenge porn • LGBT+ • Gender and trans identity • Forced and arranged marriage • Parenting 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge

Year Group: Year 11

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn	PSHE: Why is PSHE important? Perseverance and procrastination Risk taking Gambling and online gaming Privilege Diversity and identities Personal safety in the wider world Health and safety at work	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Spring	PSHE: <ul style="list-style-type: none"> • Internet safety • Cyber crime • Digital footprint • Independent living • Globalisation • Animal rights 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge
Summer	PSHE: <ul style="list-style-type: none"> • Extremism • Bullying (body shaming) • Relationship types and sexuality • Breakups • Consent, rape and abuse 	<ul style="list-style-type: none"> • Students may be required to research a particular topic prior to a lesson • Students encouraged to research particular topics in more detail following a lesson 	<ul style="list-style-type: none"> • Discuss the topics with students • Encourage students to carry out wider reading around the topics further their knowledge

Appendix 3 - DfE Guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf Please note these are available in Arabic, Urdu and Somali

THE BUCKINGHAM SCHOOL

A SPECIALIST SPORTS COLLEGE



RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

Reviewed July 2020

Review Cycle: 2 Years

Next review date: July 2022

Mr Matthew Watkins

Chairman

Governing Body

Signed:

A handwritten signature in black ink, appearing to read 'M. Watkins', with a horizontal line underneath.

Date: July 2020