

Bedford High School

A Specialist Business and Enterprise College

To Care To Learn To Achieve



Relationships & Sex Education Policy

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Changes History

Version	Date	Description	Changes

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1. Aims

The aims of relationship and sex education (RSE) at our school are to:

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

2. Statutory requirements

Under section 3.6 of the National Curriculum, RSE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. Policy development

This policy has been developed in consultation with stakeholders. The consultation and policy development process involved the following steps:

1. Review – a member working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a consultation about the policy
4. Student consultation – we investigated what exactly students want from their RSE through consultation

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

4. Definition

RSE is about the emotional, social and cultural development of students, 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 and signposting to support.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with stakeholders, taking into account the needs and feelings of our cohort of students. If students ask questions outside the scope of our curriculum, staff will respond in an appropriate manner so students are fully informed and don't seek answers online or from other sources.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the PDE curriculum. Biological aspects of RSE are also taught within the science curriculum.

Students also receive stand-alone sex education sessions delivered by a trained health professional as part of the enrichment programmes.

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life and living in the wider world.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and has delegated the responsibility for managing requests to withdraw students from non-statutory components of RSE to the Director of Learning (see section 8).

7.3 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 non-statutory components of RSE
- Safeguarding students in line with the school safeguarding policy and procedures

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 their line manager or the Director of Learning.

Key Staff	Role	Responsibility
Bridget Moss	Deputy Headteacher	Pastoral
Rebecca Ramsden	Director of Learning	Personal Development Strategic Planning Designated Safeguarding Lead Personal Development and Ethics Teacher
Lee Clarke	T&L Coordinator Personal Development and Ethics (PDE) Department	Management of curriculum PDE Personal Development and Ethics Teacher
Jenny Dobson	Teacher of PDE	Personal Development and Ethics Teacher
All Form Teachers	Teacher	Delivering PSHE Focus Weeks

7.4 Students

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of RSE up until the third term before the student's 16th birthday.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The headteacher or Director of Learning will discuss the request with parents and take appropriate action.

Alternative work will be given to students who are withdrawn from RSE.

9. Training

Staff are trained on the delivery of RSE as part of our continuing professional development and where a need has been identified.

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.

10. Monitoring arrangements

The curriculum delivery of RSE is monitored by the Teaching and Learning Coordinator for PDE, in line with whole school quality assurance for teaching and learning procedures.

Students' development in PDE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Director of Learning (Rebecca Ramsden) annually. At every review, the policy will be approved by the governing body and the headteacher.

Appendix 1: Curriculum map

Appendix 1: Personal Development and Ethics (PDE) Long Term Plan

Personal Development & Ethics (PDE): Long Term Plan

NB: Timings are approximate and will be reviewed

Y7					
Term 1		Term 2		Term 3	
A. PDE Introduction: 1. Book Set & Standards/Communities Intro 2. Baseline Assessment	2	F. PD: Relationships 1. Healthy Friendships 2. Stereotypes	2	J. PD: Health 1. Health and Prevention 2. Hygiene 3. Puberty / Periods 4. Dental Hygiene 5. Maintaining Good Health / Sleep 6. Physical Health & Fitness	6
B. PD Transition (Delivered by form teachers 1st Week) 1. Transition to High School and Aspirations 2. Resilience 3. Aspirations 4. Self-Esteem	4	G. Ethics: What does it mean to be Jewish 1. Introduction 2. Torah 3. Shabbat 4. Food Rules 5. Festivals 6. Case Study: Anti-Semitism	6	K. Ethics: Spirited Arts 1. Art as an expression of belief 2. Music as an expression of belief 3. Project	4
C. Ethics: Introduction to Communities 1. Symbols 2. Founders 3. Religious Communities 4. Festivals 5. Project/Case Study	4	H. PD: Equality 1. Challenging Bullying 2. RISE ABOVE: Cyber Bullying 3. Respecting Differences/The Law and Equality.	3	L. PD: Financial Capabilities 1. Create a Personal Budgeting Plan 2. How can we budget our money? 3. How can we shop ethically? 4. Savings, Loans and Interest Rates 5. What are different	6

				financial products for? 6. What are different financial transactions? 7. What are wants and needs? 8.	
D. Ethics: Who was Jesus 1. Fact or fiction 2. Trouble maker 3. Miracle worker 4. Teacher 5. Resurrection 6. Case Study: Turin Shroud	6	I. Ethics: What does it mean to be Hindu 1. Introduction 2. Gods 3. Karma and Reincarnation 4. Festivals 5. Project/Case Study	6		
E. PD: Relationships 1. Modern Families 2. Relationships and the Law 3. Unsafe Relationships	3				
Y7 Mental Toughness					
Mental Toughness (RPU)	14	Mental Toughness (RPU)	6	PD: Citizenship & the Government	6
1. L1 – 4 Booklet 2. L5 – 10 Toolkit		PD: Mindfulness Introduction 1. .B Lesson L1-10	9-10	PD: Citizenship – British Values	6

Y8					
Term 1		Term 2		Term 3	
A. PDE Introduction: • Book Set & Standards	1	E. Ethics: What does it mean to be Christian? 1. Christian Diversity 2. The Church 3. Worship 4. Prayer 5. The Bible 6. Project – Case Study	6	H. Ethics: What are Ultimate Questions 1. Ultimate Questions – Introduction 2. How did the World Begin 2 3. Why do people suffer 4. Does God exist – Design Argument 5. Project	6
B. PD: Health and Drugs 1. Drugs & Drug Abuse 2. Understanding Addiction 3. Legal Drugs	7	F. PD: Virtual Relationships 1. RISE ABOVE: Social Media 2. Screen Time 3. Online Risk – Selfies	4	I. PD: Relationships 1. Healthy Relationships 2. Consent / Resisting Pressure 3. Contraception	4

<ul style="list-style-type: none"> 4. Drugs and the Law 5. RISE ABOVE: Alcohol 6. RISE ABOVE: Smoking 7. Discussing Mental Health & Accessing Support 8. 		<ul style="list-style-type: none"> & Sharing 4. Getting Support 		<ul style="list-style-type: none"> 4. Dangers 	
C. Ethics: What does it mean to be Muslim? <ul style="list-style-type: none"> 1. Beliefs and Practices in Islam 2. The Five Pillars 3. Halal and Haram 4. Worship 5. Sources of Authority 6. Islam – Contemporary Issue 7. Case Study 	6	G. PD: Health & Puberty <ul style="list-style-type: none"> 1. RISE ABOVE: Puberty 2. Confident Me 3. RISE ABOVE: Body Image 	3	J. PD: Mental Health <ul style="list-style-type: none"> 1. Emotional Literacy 2. Anger 3. Accessing Support 	3
D. PD: Prejudice <ul style="list-style-type: none"> 1. Challenging Prejudice & Discrimination 2. Understanding & Challenging Extremism 3. Preventing Radicalisation through Education 					

Y9					
Term 1		Term 2		Term 3	
A. PDE Introduction: <ul style="list-style-type: none"> 1. Book Set & Standards 	1	D. Animals and the Environment <ul style="list-style-type: none"> 1. Introduction – Vegetarianism Veganism 2. Zoos 3. Caring for Planet Earth 4. Effects of Modern Lifestyles 5. Natural Habitats and Resources 6. Case Study: Bullfighting 	4-6	G. PD: Relationships <ul style="list-style-type: none"> 1. Trust in Families 2. Cohesive Relationships 3. Domestic Violence 4. FGM 5. CSE 6. Body Images 7. Media Influence & Eating Disorders 	8
B. PD: Celebrating Differences <ul style="list-style-type: none"> 1. Human Rights – 	9	E. PD: Careers: Your Future <ul style="list-style-type: none"> 1. Understanding 	5	H. Ethics: How Religion is expressed in the Arts	6

<ul style="list-style-type: none"> UNICEF 2. Human Rights - Trafficking 3. Multicultural Britain 4. Age/Disability Discrimination 5. Looks Discrimination (SL) 6. Challenging Homophobia, Transphobia and Sexism 		<ul style="list-style-type: none"> Employment Sectors 2. Free to Choose 3. Your Future 4. Pathways 5. GCSE Options 		<ul style="list-style-type: none"> 1. Religious Artists 2. Artists Impressions of Jesus 3. Music 4. Project 3 	
C. Ethics: What does it mean to be Buddhist <ul style="list-style-type: none"> 1. The Buddha 2. Four Noble Truths and the Eightfold Path 3. Five Moral Precepts 4. Suffering 5. Symbols 6. Project - Case Study 	4-6	F. PD: Health <ul style="list-style-type: none"> 1. Exercise & Mental Health 2. Outdoors and Mental Wellbeing 3. RISE ABOVE: Online Stress 4. Basic First Aid / NHS 5. Emergency First Aid & Defibs 	5		

Y10					
Term 1		Term 2		Term 3	
A. PDE Introduction: <ul style="list-style-type: none"> 1. Book Set & Standards 	1	E. PD: Safety in Society <ul style="list-style-type: none"> 1. Staying safe online - pornography 2. Risks of Online Gambling 3. Harmful Behaviour Online 4. Online Relationships & Image Sharing (2) 	5	G. PD: Personal Health & Relationships <ul style="list-style-type: none"> 1. Personal Health & Examination (2) 2. Sexual Health – Contraception (2) 3. Sexual Health - STIs 4. Pregnancy (2) 5. Parenting 	8
C. PD: Careers (Springboard) <ul style="list-style-type: none"> 1. Personal Qualities 2. Post-16 Choices 3. Workplace / Employability Skills 4. CV Writing (2) 5. Applying for Work 6. Enterprise (hospitality sector) (2) 7. RISE ABOVE: Exam 	8	F. PDE: Drugs <ul style="list-style-type: none"> 1. Law 2. Tobacco 3. Alcohol 4. Accessing Help 5. Religious and Cultural Attitudes to Drug Use (2) 	6	H. Ethics: Peace & Conflict <ul style="list-style-type: none"> 1. Introduction to Peace and conflict 2. Just War 3. WMDs 4. Terrorism 5. Refugees and Victims – Christian Charities 6. Case Study: Pacifism 	6

Stress				
B. PD: Anti-Social / Criminal Behaviours <ol style="list-style-type: none"> Knife crime Gangs (county lines) Purchasing illegal products Antisocial behaviour 	4			
D. Crime and Punishment <ol style="list-style-type: none"> Introduction – types, causes Aims of punishment Death Penalty 2 Corporal Punishment Case Study: Derek Bentley 	3-6			

KS3 Form Time

Key Stage 3 Form Time PSHE												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 7	L1	Managing Change	L18	Money Management (budgeting)	R2	Communication Skills and Team Work	L19	Gambling	H1	Self Confidence		Cycle Safety
	L2	Transition to high school			R3		H2		Self Esteem			
Year 8	R1	Relationships	L8	Exploring Options	L20	Fair Trade	H19	Personal Identity	H13	Health Benefits	H18	Media: Young people portrayal
		Healthy friendships	L9									
Year 9	KS4	Careers Skills and Values	L11	Employment Laws	R7	Relationships and the Media	H21	Mobile Phones	H31	Health Services	H5	Mental and emotional
		Identifying personal strengths and weakness										
		Employability		Laws and By Laws relating to young people				Accident avoidance				

	L1 2	ty skills and values		Local/ National Employment opportunities						cessation)		
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Appendix 2: By the end of secondary school students should know

Topic	Students should know
Families	<ul style="list-style-type: none"> • 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 friendships	<ul style="list-style-type: none"> • 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

Topic	Students should know
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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

Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

To be completed by the school

