

Bedford High School
A Specialist Business and Enterprise College
To Care To Learn To Achieve



Relationships & Sex Education Policy

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1. Statement of intent

At Bedford High School, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives. The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society. We have an obligation to provide students with high quality, evidence and age -appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

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. Roles and responsibilities

5.1 The governing board is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

5.2 The headteacher is responsible for, and may delegate through Assistant Headteacher/Director of Learning.

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the governing board on the effectiveness of this policy and the curriculum.

5.3 The PDE Co-Ordinator is responsible for:

- Overseeing the delivery of RSE and health education within the PDE curriculum.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.

- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

5.4 Curriculum and pastoral staff are responsible for:

- Acting in accordance with, and promoting, this policy
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the SENCO about identifying and responding to the individual needs of students with SEND.
- Liaising with the RSE and health education Co-Ordinator about key topics, resources and support for individual pupils.
- Monitoring student progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE and health education subject leader or another member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

5.5. The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

5.6 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.

5.7 Staff Structure

| Role | Responsibility |
|----------------------|---|
| Deputy Headteacher | Pastoral & Wellbeing |
| Director of Learning | Personal Development |
| PDE Co-Ordinator | Leadership and Management of PDE Curriculum |
| PDE Teachers | Teaching of PDE curriculum |
| Form Tutors | Delivering PSHE focus |

6. RSE Subject Overview

6.1 RSE will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Families

6.2 By the end of secondary school, students will know:

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 children, including the characteristics of successful parenting.

6.3 Students will also know 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 recognise this in others' relationships.

How to seek help or advice if needed, including reporting concerns about others.

Being safe

6.4 By the end of secondary school, students will know:

- 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 – this includes online.

Intimate and sexual relationships, including sexual health

6.5 By the end of secondary school, students will know:

- 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 and 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 both men and women.
- The 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 enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

Respectful relationships, including friendships

6.6 By the end of secondary school, students will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Online and Media

6.7 By the end of secondary school, students will know:

- 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.

7. Health education subject overview

7.1 The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

Mental wellbeing

7.2 By the end of secondary school, students will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms

7.3 By the end of secondary school, students will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

7.4 By the end of secondary school, students will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

Healthy eating

7.5 By the end of secondary school, students will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco

7.6 By the end of secondary school, students will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Health and prevention

7.7 By the end of secondary school, students will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic first aid

7.8 By the end of secondary school, students will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

Changing adolescent body

7.9 By the end of secondary school, students will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place.

8. RSE programmes of study

| | Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | | Summer 1 | Summer 2 | |
|---------|--|---|--|--|--|---|---|---|--|
| Year 7 | 7A. Core RE: <u>Introduction to Communities</u> <i>Including: Bedford School Community, Bedford Spirit</i> | 7B. Health Education (HE) <ul style="list-style-type: none">PHYSICAL HEALTH AND FITNESS.HEALTHY EATING. | 7C. Relationships and Sex Education (RSE): <u>DIVERSITY AND DISCRIMINATION</u> | 7D. Relationships and Sex Education (RSE): <u>FAMILIES AND RELATIONSHIPS 1</u> | 7E. Relationships and Sex Education (RSE): <u>FAMILIES AND RELATIONSHIPS 2</u> | 7F. Relationships and Sex Education (RSE): <u>PUBERTY</u> <u>HEALTHY RELATIONSHIPS</u> <u>RISK AND CONSENT</u> <u>Spectrum CIC</u> | 7G. Core RE: <u>Who was Jesus?</u> | 7H. Core RE: <u>What does it mean to be Jewish?</u> | |
| Year 8 | 8A. Core RE: <u>What does it mean to be Muslim?</u> <i>Including: Islamophobia</i> | 8B. Relationships and Sex Education (RSE): <u>ONLINE AND MEDIA</u> <i>Including: pornography; sexting.</i> | 8C. Core RE: <u>How do people respond to Ultimate Questions?</u> | | 8D. Living in a Wider World (WW): <u>FINANCIAL CHOICES</u> <i>Possible resource: Martin Lewis: MSE/Young Money – E-text book and resources.</i> | | 8E. Relationships and Sex Education (RSE): <u>IDENTITY STEREOTYPES EQUALITY.</u> <u>Spectrum CIC</u> | 8F. British Values: <u>DEMOCRACY</u> | 8G. Core RE: <u>What does it mean to be Christian?</u> |
| Year 9 | 9A. Core RE: <u>What does it mean to be Buddhist?</u> <i>Including: virtue</i> | 9B. Relationships and Sex Education (RSE): <u>RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS</u> <i>Including: sexual harassment; sexual language and inappropriate actions.</i> | 9C. Health Education (HE): <u>INTERNET SAFETY AND HARM</u> <i>National Online Safety Course</i> | | 9D. Core RE: <u>Animals and the Environment</u> | | 9E. Relationships and Sex Education (RSE): <u>RELATIONSHIPS AND CONSENT</u> <u>RISK TAKING BEHAVIOURS</u> <u>CONTRACEPTION</u> <u>SEXUAL HEALTH</u> <u>Spectrum CIC</u> | 9F. Relationships and Sex Education (RSE) <u>BEING SAFE</u> | |
| Year 10 | 10A. Core RE: <u>Crime and Punishment</u> | 10B. Relationships and Sex Education (RSE): <u>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (1).</u> <i>Including: sexual harassment; sexual language and inappropriate actions.</i> | 10C. Core RE: <u>Drug Abuse</u> | | 10D. Relationships and Sex Education (RSE): <u>CONTRACEPTION AND STIs recap</u> <u>NEGOTIATING CONSENT</u> <u>Spectrum CIC</u> | 10E. Relationships and Sex Education (RSE): <u>Marriage and Relationships</u> | 10F. Living in a Wider World (WW)BEDFORD Priority: <u>Anti-Social / Criminal Behaviours.</u> <i>Including: county lines; knife crime and racism.</i> | | 10G. Relationships and Sex Education (RSE): <u>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (2).</u> |
| Year 11 | 11A. Living in a Wider World (WW): <u>WORK AND CAREERS 1</u> <i>Including: Personality tests and gender stereotypes in careers.</i> | 11B. Living in a Wider World (WW): <u>WORK AND CAREERS 2</u> | 11C. Relationships and Sex Education (RSE): <u>INTIMATE SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH (3).</u> | | 11D. Health Education (HE): <u>DRUGS, ALCOHOL AND TOBACCO</u> | | 11E. Core RE: <u>War and Peace</u> | 11F. Living in a Wider World (WW): <u>REVISION AND STUDY SKILLS</u> | |

9. Delivery of the curriculum

9.1 RSE and health education curriculum will be delivered through the PDE curriculum.

9.2 Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.

9.3 RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

9.4 The RSE and health education curriculum will be delivered by appropriately trained members of staff.

9.5 The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.

9.6 RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.

9.7 Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

9.8 The school will integrate LGBTQ+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore the features of stable and healthy same-sex relationships.

9.9 All teaching and resources are assessed by the RSE and health education Co-Ordinator to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.

- 9.10 Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups.
- 9.11 Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 9.12 Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 9.13. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
- 9.14 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 9.15 The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning needs.
- 9.16 Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- 9.17 Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 9.18 In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 9.19 At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 9.20 The procedures for assessing pupil progress are outlined in [section 15](#) of this policy.
- 9.21 RSE is taught within our Personal development and Ethics Curriculum (PDE). We also teach aspects of RSE through our form time programme, awareness weeks, Enrichment days, Aspiration week and drop-down days.

10. Curriculum links

10.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.

10.2. RSE and health education will be linked to the following subjects:

- **Citizenship** – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- **ICT and computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

- **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – students learn about respect and difference, values and characteristics of individuals.

11. Working with parents

11.1 The school understands that parents' role in the development of their children's understanding about relationships and health is vital.

11.2 The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.

11.3 When in consultation with parents, the school will provide:

- The curriculum content, including what will be taught and when.
- Examples of the resources the school intends to use to deliver the curriculum.
- Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.

11.4. Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.

11.5. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.

11.6. If parents have concerns regarding RSE and health education, they may submit these via email to l.clarke@bedford.wigan.sch.uk, or contact Reception to arrange a meeting with Mr Clarke on 01942 909009.

11.7 Parents will be regularly consulted on the curriculum content, through opportunities to meeting and letters, and the curriculum will be planned in conjunction with parents' views.

12. Working with External Agencies

12.1 Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.

12.2 External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

12.3 The school will check the visitor/visiting organisation's credentials of all external agencies.

12.4 The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.

12.5 The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.

12.6 The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.

12.7 The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's Child Protection and Safeguarding Policy.

12.8 The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

13. Withdrawal from lessons

13.1 Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.

13.2. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.

13.3. Requests to withdraw a child from sex education will be made in writing to the Assistant Headteacher/Director of Learning.

13.4 Before granting a withdrawal request, the Director of Learning will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

13.5. The Director of Learning will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

13.6. All discussions with parents will be documented. These records will be kept securely in the subject Co-Ordinator's file in line with the school's Records Management Policy.

13.7 Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three term before the child turns 16. After this point, if arrangements to provide the child with RSE.

13.8 Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

13.9 For requests withdrawn from RSE of a student with SEND, the Director of Learning may take students' specific needs into account when making their decision.

14. Safeguarding and confidentiality

14.1 All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

14.2 Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their students as far as is possible, in compliance with the school's Confidentiality Policy.

14.3 Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately.

14.4 Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

15. Equality and accessibility

15.1 The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability

- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

15.2. The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

15.3 The school understands that students with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.

15.4 The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

15.5 Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

15.6 The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.

15.7 The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

15.8 The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance within the school's Behaviour Policy.

16. Assessment

16.1 The school has the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas.

16.2 Lessons are planned to provide suitable challenge to students of all abilities.

16.3 Assessments are used to identify where pupils need extra support or intervention.

16.4 There are no formal examinations for RSE and health education; however, to assess student outcomes, the school will capture progress in the following ways:

- Written assignments
- Self-evaluations

17. Staff training

17.1 Training will be provided by the RSE and health education Co-Ordinator to the relevant members of staff on a termly basis to ensure they are up-to-date with the RSE and health education curriculum.

17.2 Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting”, which may need to be addressed in relation to the curriculum.

17.3 The school will ensure teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.

17.4. Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

18. Monitoring and Evaluation

18.1 The PDE Co-Ordinator is responsible for monitoring the quality of teaching and learning for the subject.

18.2 The PDE Co-Ordinator will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Student focus groups

18.3 The PDE Co-Ordinator will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

18.4. The PDE Co-Ordinator will work regularly and consistently with the Director of Learning e.g. through regular review meetings, to evaluate the effectiveness of the subjects and implement any changes.

19 Monitoring and review

19.1 This policy will be reviewed by the Director of Learning in conjunction with the PDE Co-Ordinator on an annual basis.

19.2 Any changes needed to the policy, including changes to the programmes, will be implemented by the Assistant Headteacher.

19.3 Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.

19.4 The next scheduled review date for this policy is June 2023.

Letter to Parents

RE: RSE and health education at Bedford High School

Dear Parent/Guardian,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our school, we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's RSE and Health Education Policy, which can be accessed on our school website.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for students to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, Mrs Madden, who will discuss this with you and your child's teacher, and determine an appropriate course of action.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Mrs Madden

Assistant Headteacher