



Relationships and Sex Education Policy

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I. Aims

Across Bohunt Education Trust, and in each member School the aims of relationships and sex education (RSE) are to:

- Provide a framework in which sensitive discussions can take place
- Provide students the information they need to help them develop healthy, nurturing relationships of all kinds.
- 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

RSE is to be delivered with consideration of our ethos of Enjoy, Respect, Achieve.

2. Statutory requirements

Member schools of Bohunt Education Trust provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, Bohunt Education Trust and its schools are required by our funding agreements to have regard to guidance issued by the Department of Education under Section 80A of the Education Act 2002 and section 403 of the Education Act, as well as to other legal duties and obligations as set out in legislation, with the provisions of other Bohunt Education Trust policies and for any school designated as Church of England, the provisions of the Church of England Education Office Principles and Charter; a Charter for Faith Sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations.

Across our Trust and in each member School we teach RSE as set out in this policy.

3. Policy development

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

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

4. Definition of family life

In this policy and our curriculum, families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting

sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

5. Definition of RSE

RSE is about the physical, emotional, sexual, moral, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of acquiring knowledge and information, developing skills and forming positive beliefs, values and attitudes. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life.

RSE is not about the promotion of sexual activity.

It has three main elements:

Attitudes and values

- Recognition of the value of family life, marriage, stable and loving relationships
- For the nurture of children
- Respect for self and others
- Exploration of moral dilemmas
- Development of critical thinking

Personal and social skills

- Self-confidence, self-esteem and empathy for others
- Managing emotions and relationships confidently and sensitively
- Skills of choice to manage responsibility
- Managing conflict

Knowledge and understanding

- Emotions and relationships
- Physical development
- Sexuality, reproduction, sexual health
- Information on local and national contraception and sexual health services
- Reasons for delaying sexual activity
- The avoidance of unplanned pregnancy

Bohunt Education Trust as a whole and each member School provides a setting in which students can be offered appropriate teaching about RSE in order to embrace the challenges of creating a happy and successful adult life. As such students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The programme is designed to support and complement the role of parents who have the prime responsibility in this sensitive area. The content is taught within the moral framework and ethos of

6. Curriculum

The curriculum currently taught in this member School is broadly as set out as set out in Appendix I. However this curriculum will be amended, and updated from time to time in order to ensure that RSE across the Trust is always meeting the aims of RSE as set out above and as set out in guidance issued by the Secretary of State from time to time, within the context of the needs of the students in each member School.

Each member School has consulted on this curriculum with parents, pupils and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

We work with all stakeholders to ensure they understand our curriculum's full intent, implementation and impact with a variety of techniques, which may include an annual newsletter or other annual updates. For more information about our curriculum, see our curriculum map in Appendix I.

7. Delivery of RSE

RSE is taught within the personal, social, citizenship and health education (PSCHE) curriculum.

In the context of Steyning Grammar School, these resources are written to meet both the mandatory requirements of the 2020 Department for Education guidance for RSHE, the Church of England Education Office Charter and the Section 48 Statutory Inspection of Anglican and Methodist Schools expectations. Links for [Goodness and Mercy](#) and Diocese of Chichester Guidance [Relationships Education, Sex and Health Education Guidance](#)

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families (as defined above in section 4)
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances.

We will ensure that all young people receive provision appropriate to the particular needs of all our pupils, taking specialist advice internally and externally where necessary and taking into account the particular circumstances of individual groups of students as appropriate.

8. Roles and responsibilities

The Trust Board and the CEO

The Trust Board have approved this policy, and hold the CEO to account for its implementation across all Schools in the Trust. The CEO is responsible for ensuring that RSE is taught consistently across the Trust.

The local governing body

The local governing body will hold the Head of School to account for the implementation of this policy, including with respect to staff training and withdrawal requests, and report on its operation annually to the Trust Board's Education Committee as part of the LGB's reporting on its activities to the Trust Board. The local governing body has approved the school specific statements within this Policy.

The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the School, and for managing requests to withdraw students from [non-statutory/non-science] components of RSE (see section 9).

The Head of School will monitor such requests, and report the numbers withdrawn to the CEO, and annually to the LGB together with a summary of any reasons given for the withdrawal and any trends or patterns.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 the Head of School.

Each member School will ensure that all staff responsible for teaching RSE use the School's normal safeguarding practices, procedures and policies will apply in responding to any safeguarding disclosures that are made to staff as part of the RSE curriculum.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. The School's Behaviour Policy governs all School behaviour including that with respect to RSE.

9. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the School will arrange this.

There is no right to withdraw from relationships education. This is in line with the DFE Statutory Guidance for RSE (sections 45-50): [Relationships and sex education \(RSE\) and health education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf) (www.gov.uk).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.

A copy of withdrawal requests will be placed in the student's educational record. The Head of School will discuss the request with parents and take appropriate action.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Co-Head teachers.

A copy of withdrawal requests will be placed in the pupil's educational record. The Co-Headteachers will discuss the request with parents/carers and take appropriate action.

Alternative work will be given to students who are withdrawn from sex education. A sex education resource pack for parents/carers produced by the Learning Leader for PSHE will be given to parents /carers of students withdrawn from RSHE.

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

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School 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 and at times direct education to students.

11. Monitoring arrangements

The delivery of RSE is monitored by the designated lead for RSE in each school through usual school processes for delivery of curriculum arrangements. These may include learning walks; planning scrutiny; deep dives and student voice.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. The impact of this policy will be reviewed by relevant Trust Leads and a report made to the CEO and Heads of Schools on its operation accordingly. Any amendments required to this policy before its scheduled review will be approved by the Board's Education Committee. A local governor may be asked to review RSE through discussion with the RSE designated lead.

Appendix I: Curriculum map

Year 7	
Spring 1 Topic: SRE Relationships Key Learning enquiries: • Toxic Masculinity – Andrew Tate • SRE Changes and Puberty • Periods and Testosterone Moods • Keeping healthy – hygiene • SRE Family Marriage Love, Positive and Safe Relationships – Benefits of getting married	Spring 2 Topic: SRE Relationships/Wider World Key Learning enquiries: • SRE Bullying or Banter - Trolling • CBV Personal Identity Diversity • CBV Intro to Extremism Radicalisation • Community review/values
Year 8	
Spring 1 Topic: SRE Relationships Key Learning enquiries: • Toxic Masculinity – e.g Andrew Tate • R Forming Positive Relationships • R Consent Law - No means No always • R Gender Identity and orientation • R Image Sharing	Spring 2 Topic: SRE Relationships Key Learning enquiries: • Community and belonging • CBV Extremism and Radicalisation – Why and who • The Prevent Strategy • CBV Hate Crime and Hate Speech

• Flat Ironing/Female Genital Mutilation	
Summer 2 Topic: SRE Relationships Key Learning Enquiries: • WW Online Safety continued. Passwords protection and Phishing • FG Intro to Budgeting, Saving, Work • FG Phones and Trainers or Food and bills • FG Loans, Interest Rates, Loan Sharks • CBV Racism and Stereotypes introduction • Goals for Year 9	
Year 9	
Spring 1 Topic: SRE Relationships/Wider World Key Learning enquiries: • Toxic Masculinity – Andrew Tate • R Different Types of Family Nuclear Single Blended Gay Adopted, Fostering – childlessness – being a good parent, husband or wife • R Conflict and Causes. Domestic abuse – the Dark side of the Family v the Positive sides of the family • R Managing Family Changes e.g. Separation, Divorce	Spring 2 Topic: SRE Relationships/ Wider World Key Learning enquiries: • R The Media incl. Eating Disorders. Beauty is in the eye of the beholder • Female Genital Mutilation • Forced Marriage
Summer 2	

Topic: SRE Wider World/ Relationship Key Learning Enquiries: • R Revisiting Consent, Contraception and STI's, waiting for the right moment • Healthy Eating • WW The hidden curriculum – getting ready for GCSE – knowing what the rules and needs are • R WW Autism what it means to all of us, ADHD what is it? • CBV Exploring the LGBT+ and other UK Communities. Homophobia and Transphobia • CBV Can we solve poverty and homelessness? Do drugs/alcoholism/ job losses lead to homelessness?	
Year 10	
Spring 1 Topic: SRE Relationship/Wider World Key Learning enquiries: • Misogyny – Andrew Tate • R WW – Relationships/family - benefits of marriage – legal rights and protections • R Sexting, pornography, body shaming • R Myths and misconceptions around sexual norms and sexual relationships • R WW Dark web - Risks and opportunities of meeting online	Summer 2 Topic: SRE Wider World/ Relationship Key Learning Enquiries: • CG Practical problems and health and safety • CG Workplace discrimination, abuse and bullying • Trade Unions, Warnings, Tribunals, Tax, Unemployment

SRE Drop Down – Contraception advice – Solent Health visit	
Year 11	
Spring 2 Topic: SRE Relationships/Wider World Key Learning enquiries: • Female Genital Mutilation • Revision techniques/skills ready for summer GCSEs	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control

	• What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships,	• 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

including sexual health	• 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
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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	

