



Beamont Collegiate Academy

Relationships and Sex Education (RSHE) Policy

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Signature of Chairperson	S Whatmore
Signature of Academy Principal	G Harris
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1. Introduction

At Beamont Collegiate Academy we are aware that young people are growing up in an increasingly complex world and living their lives on and offline, as well as engaging and being exposed to different relationships.

This presents positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Our Relationships, Sex and Health programme is covered both within our curriculum areas, where appropriate, and forms a significant part of our PSHE programme to help students make informed and sensible choices around relationships, their sexual health and their wider health and well-being.

We believe every child matters and we will provide students with support to meet their needs and source external agency help when needed. By providing students with high quality RSHE, we are striving to enable our children and young people to grow into well-prepared citizens of Britain so that they can succeed.

Relationships and sex education is defined as: "Relationships and sex education is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes" (Sex Education Forum).

2. Principle

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, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

The new statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This guidance also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that head teachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

As of 1 March 2017, the government tabled amendments to the Children and Social Work Bill which will make it a requirement that all secondary schools in England teach relationships and sex education (RSE).

The amendments also allow the government to make regulations requiring personal, social, health and economic education (PSHE) to be taught in all schools in England - primary and secondary, maintained and academy - in future.

Relationships education, RSE, and PSHE are designed to ensure students are taught the knowledge and life skills they will need to stay safe and develop healthy and supportive relationships, particularly dealing with the challenges of growing up in an online world.

With statutory status for the RSE and Health education now confirmed to be being introduced as of 2020, Statutory guidance for RSE, relationships education and health education sets out what schools will be required to cover.

That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education. These subjects are designed to equip pupils with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant.

At Beamont Collegiate Academy our aim is for pupils to be healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. We are ensuring that we are fully prepared to meet these new requirements, and have already created our new Personal Development Programme of Study using guidance from the PSHE Association, who pre-empted many of these changes. In addition to these areas, the Personal Development Schemes of Work also cover economic wellbeing and careers.

Although these elements are not yet compulsory, as a school we believe that these have never been more important, so we remain adamant that our school should cover PSHE in its entirety.

This policy has also utilised the guidance provided by Warrington Borough Council designed to support schools when reviewing and updating their policy on Relationships and Sex Education (RSE) and also the Sex Education Forum (www.sexeducationforum.org.uk) and PSHE Association guidance.

3. Aims

The aim of our Relationships, Sex and Health education (RSHE) programme is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, and to also have the knowledge, understanding and skills to lead a healthy and successful adult life.

- 3.1 The aim of this RSE policy is to provide a working document giving clear guidance to governors, staff and parents on what is delivered, why it's delivered, how it will be delivered and when it will be reviewed.

The aim of RSE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

Our programme will cover the below:

- Knowing what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other
- type of committed relationship;
- developing intimate relationships and resisting pressure to have sex (and not applying pressure);
- What is acceptable and unacceptable behaviour in relationships. This will help students understand the positive effects that good relationships have on
- their mental wellbeing, identify when relationships are not right and understand how such situations can be managed;
- Sexual education, including consent, contraception, sexual health and support.

This programme presents a clear progression from what is taught in primary in Relationships Education and we will build on the foundation of RE and, as students mature, extend teaching to include intimate relationships at an appropriate time.

Alongside the teaching of intimate relationships, students will also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. Other areas include:

- physical development, e.g. how our reproductive systems work,
- emotions, like how to manage feelings, and the social side of it, such as positive and negative influences from friends.
- To present Relationships and Sex Education to our pupils in such a manner as to encourage them to have due regard for moral, cultural, mental and physical development, the importance of marriage for family life, loving and stable relationships, respect, love and care.

- 3.2 To teach pupils about sexuality and sexual health.

Relationships and Sex Education will be taught as part of the PSHE and Science programme (based on QCA Guidance 2007 and DfE Sex and Relationship

Education Guidance 2000). This will enable the teaching of Relationships and Sex Education to show progression within Key Stage 4 (years 10 and 11) and enable the staff to be aware of the needs of pupils of different age groups.

Maintained secondary schools are currently legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum.

The policy will be made available to parents on request and displayed on the school's website. The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools, including education around HIV and AIDS and other sexually transmitted infections.

- 3.4 Lessons will involve relevant health care professional services and information will be provided which is relevant and appropriate to the age and maturity of the pupils.

4. Roles and Responsibilities

- 4.1 The Governing Body is required to have a written statement of the policy available to parents /carers.
- 4.2 The Principal is responsible for ensuring that this policy is fully implemented, and that staff are appropriately prepared and sufficient resources made available to ensure effective delivery. While the overall responsibility for this policy rests with the Principal, the management and day-to-day implementation of this rests with the Vice Principal with curriculum responsibility.
- 4.3 All staff, in their daily engagement with other colleagues and with pupils, will promote the personal, moral and social qualities, helping to provide good role models which will enable pupils develop their own positive identities and personal qualities.
- 4.4 Staff who teach in this important area must ensure that they prepare adequately to ensure all pupils appreciate and understand the messages delivered here. We will utilise the role of external contributors to enhance delivery.
- 4.5 The views of parents /carers need to be borne in mind when developing the RSE policy, and parents /carers are invited to comment on the extent to which this policy reflects their wishes and the culture of the community served by the Academy.

5. What the Academy will do

- 5.1 Include Relationships and Sex Education (RSE) as part of the Academy Curriculum.

- 5.2 Deliver Relationships and Education as a cross-curricular topic to all pupils, mainly through Science, PSHE and PE. The subject areas involved will use readily available secondary sourced information from; leaflets and quality assured clips.

Visual and verbal presentations will provide factual information. Visiting speakers will sometimes be involved in the delivery of sessions. Discussions, where appropriate, will take place to amplify and clarify various aspects, especially those concerning inter-personal relationships and self-esteem.

- 5.3 The Relationships and Sex Education programme will be taught in the context of relationships. In addition, Relationships and Sex Education will promote young people's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, in the Academy, at work and in the community.

- 5.4 Beamont Collegiate Academy has designated a PSHE co-ordinator who will have overall responsibility for providing and monitoring the quality and delivery of teaching and learning in this area and who will have a target for improving attitudes and behaviour.

The co-ordinator will;

- Ensure that all staff are given current information on any changes to the curriculum and will be the catalyst for whole Academy awareness raising campaigns. This will be via regular spotlight briefings and CPD opportunities.
- Provide staff with age appropriate teaching resources for Relationships and Sex Education, including general advice on teaching the lessons and confidentiality.
- Create a partnership between home and school, making copies of this policy available for inspection by parents / carers of registered pupils at the Academy and provide a copy, to any such parent / carer on request.
- Inform parents / carers of pupils currently at the Academy about the Relationships and Sex Education arrangements. Parents will receive an outline of the topics to be delivered, at the start of each new term, as part of the whole school curriculum bulletin.
- Enable parents / carers to have the right to withdraw their children from any or all parts of the Academy's programme of Sex and Relationships Education, other than those elements, which are required by the National Curriculum Science Order. Parents / carers will not have to give reasons for their decision, nor will they have to indicate what other arrangements they will make for providing Sex Education for their children.

Once a request that a young person be excused has been made, that request will be complied with until the parent / carer changes or revokes it. It will be the responsibility of the Principal to ensure the supervision of withdrawn pupils.

N.B Parents and carers can only withdraw their child from Sex and Relationship Education until the child is 15 years of age. This means that every young person will receive at least one year of Sex and Relationship Education before their 16th birthday.

- 5.5 Give details on the website of the content and organisation of any Sex and Relationships Education that the Academy provides, including an explanation of how parents / carers who wish to discuss this issue can do so and information about the means of putting into effect the parents' / carers' right of withdrawal. (Please see Appendix 2 for withdrawal form).

Parents have a legal right to see the school RSE policy and to be given access to a copy of it (Education Act 1996). Parents will be made aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw students from these relatively limited and often unplanned discussions.

A parent's choice to withdraw a child from RSE does not affect the child's right to use confidential health services provided at the school or elsewhere. For further information see the Sex Education Forum factsheet: Confidentiality: promoting young people's sexual health and well-being in secondary schools (2007).

In order to allay parents' fears about the content and purpose of RSE at Beamont Collegiate Academy, they were given an opportunity to view the policy on the school website and encouraged to contact the school with any questions/concerns prior to the policy as part of the consultation period prior to ratification by the school governing body.

Parents have been informed via the school website about their right to withdraw their child from RSE but in the rare case that this occurs, parents are encouraged to provide RSE at home if they choose to withdraw their child. The Academy will then offer to support parents opting out of school RSE by providing copies of materials used with students in school.

Parents only have the right to withdraw their child from the Contraception and Sexually Transmitted Infections content of the RSE curriculum, up until the three terms prior to the child's 16th birthday. They cannot withdraw from Relationships Education, and the young person has the right to receive all content in those three terms should they wish to receive it.

In summary:

The Principal/Assistant Principal will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the Trust and the Academy fulfils their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- Work with parents/carers when planning and delivering RSE to pupils;
- Training is provided to staff to support delivery;
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

Staff

All staff will ensure that:

- The school ethos to all RSHE sessions is applied as with all lessons, where students are expected to be polite and respectful, make sensible choices and work hard
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- All points of view they may express during the course of teaching RSHE are unbiased;
- The teaching of RSHE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSHE will always be the importance and understanding of personal relationships and the right of the individual to make
- Informed choices;
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSHE;
- Where appropriate, they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;
- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the
- Implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.

6. Support from external agencies for planning and teaching

- 6.1 The Academy will access support from a wide range of individuals and agencies when planning and teaching RSE. The involvement of these external agencies can give the pupils access to a wealth of experience and expertise, new resources and different approaches to learning.
 - 6.2 It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils, especially since some contributors may only visit schools/academies infrequently and may not have been checked by the Criminal Records Bureau.
 - 6.3 External contributors will lend expertise and a partnership dimension to the RSE Programme. Input from external contributors and the Academy's RSE programme of study will be regularly evaluated by pupils and staff.
 - 6.4 The Academy will also engage in positive sexual health promotion, including national and local events, which are significant for RSE (e.g. World Aids Day, Breast and Testicular Awareness campaigns. There will be signposting and information on Services within the Academy.
- 6.6 **Legal Duties**

The main basis of the legal duty on schools is to ensure that RSE and health education, but there are few other things that we have to do legally;

Schools must have a written policy on how they plan to teach relationships and sex education, and consult parents when developing and reviewing that policy. We must also make copies of the policy available to anyone who requests them, and put them on our websites.

The policy has been developed in line with requirements and parental feedback, and also includes information on how Beamont Collegiate Academy meets the needs of SEND students by tailoring content and teaching to meet the specific needs of students at different developmental stages.

Schools must also take into account religious background of all students when planning their teaching. We must also ensure we comply with equalities legislation, make the subjects accessible for all students and must not discriminate against anyone on the basis of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

We must also ensure teaching and materials are "appropriate to age and background of their students", and that while teaching about sex, sexuality, sexual health and gender identity, recognise that young people "may be discovering or understanding their sexual orientation or gender identity".

6.7 Language

RSE has a vital role to play in helping children develop a vocabulary they can use to communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching RSE are able to model use of this type of vocabulary.

7. The Key Stage 3 Curriculum

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Our school believes that RSE encourages the following values:

- Respect for self and others
- Tolerance towards others who may have different backgrounds, culture or views
- The importance of stable loving relationships, family life, and marriage
- The importance of honesty, care and love in relationships
- Respect for gender equality and LGBTQ+ equality

Good quality RSE promotes the core values of respect, love and care. It also provides the opportunity for children and young people to reflect on their own attitudes and beliefs and those of their peers and others. The process of values clarification and development is common across the broader subject of PSHE.

In the PSHE module within Personal Development (and within some Science modules), students will learn about “different types” of relationships, the legal status of marriage, the roles and responsibilities of parents and how to determine whether other children, adults or sources of information are trustworthy. There will be content on how stereotypes can be damaging, on criminal behaviour in relationships such as violence or coercion and what constitutes sexual harassment and sexual violence and “why they are always unacceptable”.

Students will also be taught about their rights and responsibilities online, and how sexually explicit material like pornography presents a “distorted picture of sexual behaviours”.

The content will also cover sexual consent, exploitation, abuse, grooming, coercion, harassment, rape and domestic abuse. Content on forced marriage, honour based violence and female genital mutilation has also been added since the guidance was in draft form.

There is also content on reproductive health and fertility, managing sexual pressure, the range and efficacy of contraception, STIs and the facts around pregnancy, including miscarriage. Students are also taught there are “choices in relation to pregnancy”, using “medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help”.

In Year 10, students will also learn about the “benefits of regular self-examination and screening”.

Health education will move on to cover common types of mental health issues, the unrealistic expectations for body images shown online, the science relating to blood, organ and stem cell donation and the risks associated with alcohol, drugs and tobacco consumption.

Personal hygiene and dental health will also be covered, and teaching of basic first aid will become more advanced than at primary school, to include CPR and other life-saving skills.

The government has also strengthened its guidance on teaching about LGBTQ+ issues slightly, insisting that it “expects” all students to have been taught LGBTQ+ content “at a timely point” during relationships and sex education.

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons, taught in lessons as appropriate. These themes are:

1. Relationships and Sex Education
2. Health and Well-being
3. Living in the wider world

The content area of the themes of our PSHE programme are, as shown below, which are covered in our long-term plan:

Core Theme 1: Health and Well-being

1. How to manage transition;
2. How to maintain physical, mental and emotional health and well-being;
3. How to make informed choices about health and wellbeing matters: including drugs,
4. Alcohol and tobacco; maintaining a balanced diet; physical activity; mental and
5. Emotional health and wellbeing; and sexual health*;
6. About parenthood and the consequences of teenage pregnancy*;
7. How to assess and manage risks to health; and to keep themselves and others safe;
8. How to identify and access help, advice and support;

9. How to respond in an emergency, including administering first aid;
10. The role and influence of the media on lifestyle.
11. Online safety – how to stay mentally well and healthy in relation to online, including
12. How to use online support services.

Core Theme 2: Relationships

1. How to develop and maintain a variety of healthy relationships within a range of
2. Social/cultural contexts and to develop parenting skills;
3. How to recognise and manage emotions within a range of relationships;
4. How to deal with risky or negative relationships; including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violent or online encounters;
5. About the concept of consent in a variety of contexts (including in sexual relationships);
6. About managing loss (including bereavement, separation and divorce);
7. To respect equality and be a productive member of a diverse community;
8. How to identify and access appropriate advice and support.
9. How to protect yourselves and others online (online safety)

As of September 2021, the academy has focused on the concept of sexual harassment across the school community. Sexual violence and sexual harassment ('unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school) exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. BCA maintains an attitude of 'it could happen here' and act appropriately to all reports and concerns, including those outside the school and or online. Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead.

BCA makes it clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys".

Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and

- not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse as it can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language. This is why BCA adopts a whole school approach on preventative education.

The language we have adopted is; 'child on child' (Sexual violence and sexual harassment can occur between two children of any age and sex), the term 'victim' and the term 'alleged perpetrator(s)'

Sexual offences under the Sexual Offences Act 2003¹⁴ as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16; 17
- sexual intercourse without consent is rape.

Online sexual harassment

consensual and non-consensual sharing of nude and semi-nude images and/or videos. Taking and sharing nude photographs of U18s is a criminal offence;

- sharing of unwanted explicit content;
- upskirting (is a criminal offence²⁰);
- sexualised online bullying;

- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

BCA are also aware that staff can be victims of sexual violence and sexual harassment. School has arrangements in place to protect staff from such abuse, including clear reporting and support mechanisms.

Core Theme 3: Living in the wider world

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy;
2. How to make informed choices and how to be enterprising and ambitious;
3. How to develop employability, team working and leadership skills and develop flexibility and resilience;
4. About the economic and business environment;
5. How personal financial choices can affect oneself and others, and about rights and responsibilities as consumers.
6. How to manage yourself online, such as online image, online crime and safety mechanisms

7.1 During Key Stage 3 our pupils will learn about the *following*;

- i. Managing changing relationships and recognising the risk of personal safety in sexual behaviour
- ii. Being able to make safe decisions, ask for help and aid understanding of on and offline safety and exploitation. Also, how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns and when the sharing of explicit images may constitute a serious criminal offence insert.
- iii. The relationship between their self-esteem and how they see themselves and develop skills of assertiveness in order to resist peer pressure and stereotyping (sex in society and clarifying mixed messages from the media).
- iv. Seeing the complexity of moral, social and cultural issues and be able to form a view of their own and develop confidence in talking about relationships, respect, equality, abuse, sexuality, gender identity, sex and content.
- v. The unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so. Also providing further knowledge of; assigned/biological sex, gender identity and sexual orientation.
- vi. Developing good interpersonal skills to sustain existing relationships and to help make new relationships
- vii. Being tolerant of the diversity of personal, social and sexual preferences in relationships
- viii. Develop empathy with the core values of family life in all its variety of forms

- ix. Recognise the need for commitment, trust and love in meaningful relationships and recognise the stages of emotions in relation to loss and change caused by divorce and separation
- x. The support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them.
- xi. The difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities).

7.2 Within the PSHE and science curriculum at Key Stage 3 and 4, most secondary pupils will also be taught knowledge, skills and develop an understanding about;

- i. Medically and factual content in relation to, fertilisation in humans and the physical and emotional changes that take place during adolescence
- ii. The human reproductive system, including the menstrual cycle, fertilisation and how the foetus develops in the uterus
- iii. How the growth and reproduction of bacteria and replication of viruses can affect health and the sources of advice and help such as at a genito-urinary medicine clinic
- iv. How the media influence understanding and attitudes towards sexual health
- v. How good relationships can promote mental well-being and the law relating to sexual behaviour of young people
- vi. The importance of respecting difference in relation to gender and sexuality
- vii. How it feels to be different and be discriminated against and the unacceptability of prejudice, homophobic and transgender bullying (see the Anti-bullying Policy for further details)
- viii. What rights and responsibility mean in relationships, taking into account the Law and their rights to confidential support from community healthcare services.
- ix. To recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse and violence including 'honour' based violence, forced marriage and rape) and strategies to manage this or access support for self or others at risk.
- x. To access such organisations and other sources of information, advice and support
- xi. About diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- xii. To understand the role of sex in the media and its impact on sexuality (including pornography and related sexual ethics such as consent, negotiation, boundaries,
- xiii. To respect, gender norms, sexual 'norms', trust, communication, pleasure, orgasms, rights, empowerment, sexism and feminism)

- xiv. How to seek consent and to respect others' right to give, not give or withdraw consent to engage in different degrees of sexual activity
- xv. To recognise when others are using manipulation, persuasion or coercion and how to respond
- xvi. To recognise the impact of drugs and alcohol on choices and sexual behaviour
- xvii. To assess readiness for sex
- xviii. All about accessing and the correct use of contraception (including emergency contraception), negotiating condom use, reinforcing and building on learning in Key
- xix. To understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)

Most young people will be going through puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy – how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'.

Young teens also want to know about the difference between sexual attraction and love and whether it is usual to be attracted or in love with someone of the same sex. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure, and where they can get more information if they need it, including the best websites. Identifying how prejudice operates and being able to play a part in stopping prejudice based on gender identity and sexual orientation is also important.

In Year 7, students learn about RSE within the 'Safe & Healthy Lifestyles' module, which includes exploring relationships, responsible influences from peers and adults, personal safety and risky behaviours, being healthy, investigating positive mental health, managing conflict, the importance of sleep and personal hygiene during puberty. Warrington Borough Council Health Team deliver a 'Risky Behaviours' workshop within this module.

In Year 8, the focus changes to thinking about RSE from a 'manipulation' angle from a 'bullying' perspective, including peer pressure, decision making and being assertive. This module also considers consent and contraception, managing change and loss, domestic abuse, first aid, personal safety (with a focus on knife crime), first aid and body image.

In Year 9, the 'safe and healthy lifestyles' module students consider a range of RSE related topics, including how alcohol and New Psychoactive Substances (NPS's) can affect the choices made relating to RSE, relationships, values, roles, expectations and responsibilities.

Topics covered are;

Teaching of RSE will enable students to:

- Distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
 - Understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
 - Believe they can achieve goals and that in order to achieve those goals they must stick at the tasks despite the challenges they may face;
 - Be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
 - Recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and
 - Physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
 - Recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
 - To, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others
 - To make their own decisions and hold their own beliefs;
 - Be aware of how to access services to support their health and well-being and who to speak to if they need support in and out of school;
 - To be aware of the risks of drugs and alcohol use and the impacts on their health, well-being and how they can impair decision making abilities.
1. SRE - Relationships and consent
 2. SRE - Pornography
 3. SRE - Risky Behaviours
 4. LGBTQ/Tackling HBT
 5. Positive Mental Health (Lifestyle balance)
 6. Sharing Sexual Images

8. Learning Outcomes for Key Stage 4

- 8.1 At this age young people want to know about different types of relationships. They may want to know about how to cope with strong feelings and how to cope with the pressures to have sex.

They will be interested to know what they should expect of a partner and how to talk to them. They will need more information on contraception, sexual health and how to access services. They may ask questions about parenthood and may like to know how they can talk to their own parents or a trusted adult.

Most young people will not have sexual intercourse until they are at least 16 but statistics show that about a quarter of young people will have had sexual intercourse by the time they are 16.

Learning about sex and relationships is a life-long process and the transition from secondary school to sixth form or further education can be a very significant time in terms of young people's personal development and relationships.

Most young people first have sex aged 16 or above, and experiences of nonvolitional sex (sex against someone's will) are particularly prevalent in the 16– 18 age-group (Macdowall, 2013). It is therefore very important that RSE continues post-16.

Topics covered are;

1. Positive Mental Health (Self-esteem/Media Influences)
2. Drug effects and withdrawal
3. Forced Marriage/Female Genital Mutilation
4. Relationship Challenges & Myths (parenting)
5. Domestic Abuse/ Extremism
6. Online Exploitation (inc. sexting)
7. Cancer/Self-checking

8.2 By the end of Key Stage 4 pupils will be able to:

- i. Recognise the influences and pressures around sexual behaviour, respond appropriately and confidently seek professional health advice
- ii. Manage emotions associated with changing relationships with parents and friends
- iii. See both sides of an argument and express and justify a personal opinion
- iv. Have the determination to stand up for their beliefs and values
- v. Make informed choices about the pattern of their lifestyle which promote well-being
- vi. Have the confidence to assert themselves and challenge offending behaviour
- vii. Develop qualities of empathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- viii. Work co-operatively with a range of people who are different than themselves

8.3 Pupils will know and understand:

- ix. The way in which hormonal control occurs, including the effects of the sex hormones, some medical use of hormones including the control and promotion of fertility
- x. The defence mechanisms of the body
- xi. How sex is determined in humans
- xii. How HIV and other sexually transmitted infections affect the body
- xiii. The link between eating disorders and self-image and sexual identity
- xiv. The risks of early sexual activity and the link with the use of alcohol
- xv. How the different forms of contraception work and where to get advice
- xvi. The role of statutory and voluntary organisations
- xvii. The law in relation to sexual activity for young people and adults
- xviii. How their own identity is influenced by both their personal values and those of their family and society

- xix. How to respond appropriately within a range of social relationships
- xx. How to access the statutory and voluntary agencies which support relationships in crisis
- xxi. The qualities of good parenting and its value to family life
- xxii. The benefits of marriage or a stable partnership in bringing up children
- xxiii. The way different forms of relationship including marriage depend for their success on maturity and commitment

8.3 Pupils will have considered:

- i. Their developing sense of sexual identity and feel comfortable with it
- ii. How personal, family and social values influence behaviour
- iii. The arguments around moral issues such as abortion: contraception and the age of consent
- iv. The individual contributions made by partners in a sustained relationship and how these can be of joy and benefit to both
- v. The consequences of close relationships including children and how this will create family ties which impact on their lives and those of others.

8.4 Child Exploitation in Key Stage 3 and Key Stage 4 provision;

Lessons are delivered in mixed ability and gender groups. When teaching any sensitive issue young people may give cause for concern, and a link needs to be made with the pastoral system and child protection or safeguarding arrangements. If we have any reason to believe a student is at risk, we are

required to report this to the Safeguarding Team and follow the protocol set out in the Child Protection and Safeguarding policies.

Good quality RSE requires sufficient time: for planning, delivery and evaluation. Therefore, the timetabled RSE programme, with clear learning outcomes ensuring regular and repeated input that builds year on year.

The timing of these lessons does not clash with other activities, in order to ensure that students are not absent from the lesson.

In addition to timetabled lessons, RSE can be enriched by extra-curricular activities and special events such as visits from external agencies. The timing of these activities are planned to complement timetabled lessons.

Ofsted has identified that an emotionally safe and secure learning environment is a feature of outstanding PSHE (2013). Use of a working agreement or ground rules is an essential technique to help create and maintain a safe learning environment, and can also be a useful activity in itself, and 'Ground Rules' are discussed and implemented within each module which use age appropriate language and are formulated as positive behaviours.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success, whilst focusing on the development of knowledge, understandings and skills.

Lessons will be differentiated by ensuring higher order thinking tasks are provided, peer-teaching and effective feedback.

High quality resources will support our RSE provision and will be regularly reviewed and updated to ensure they are current and relevant. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in Religious Education, Physical Education, Food Technology, Science and Citizenship.

The PSHE programme incorporates the crucial role in raising awareness in preventing sex exploitation (and trafficking). It aims to allow pupils to understand the risks, develop the knowledge and skills to make safe choices and about relationships and sexual health. The emphasis is on that any child or young person, from any social or ethnic background, can be exploited. Boys and young men can be at risk as well as girls and young women.

Parents to be informed of key information to raise their awareness of the risks too, so that they can spot the danger signs and give their Child the help and support they need.

Staff have up to date child protection training (delivered by MRE and the online TCAT assessment tool, allows staff to gain certification) along with reading the KCSIE documentation (Keeping children safe in education 2023) , to make the signs of sex exploitation clear and what to do if they see them. For example;

- i. appearing with unexplained gifts or new possessions;
 - ii. associating with other young people involved in exploitation;
 - iii. having older boyfriends or girlfriends;
 - iv. suffering from sexually transmitted infections;
 - v. mood swings or changes in emotional wellbeing;
 - vi. drug and alcohol misuse
- vii. displaying inappropriate sexualised behaviour.

Practitioners should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

Using regular use sources such as, Childline, CEOP (ThinkUKnow), NHS and Barnardo's to develop and deliver age-appropriate information to children and young people that will enable them to understand and manage risks and make informed positive choices, helping to prevent sexual exploitation taking place and instilling resilience.

9. Quality Assurance of Key Stage 3 and Key Stage 4

- 9.1 A quality assurance programme is used to assess the delivery of RSE and ensure it is effective and age appropriate. This will be conducted by;
- i. Providing regular opportunities for pupils to give and receive feedback via pupil voice and questionnaires.
 - ii. Learning walks to visit tutor sessions.
 - iii. Provide staff with detailed update knowledge about local services that can be used to sign-post.
- 9.2 The Academy will set out clearly what is proposed pupils should have learned by the end of each key stage, and implement effective RSE assessment processes to improve learning and monitor changes in attitudes.

10. Confidentiality

Please refer to Appendix 1

The heart of RSHE, the focus is on keeping children safe. It acknowledges the significant role we have in preventative education.

We will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports.

Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

We will educate students on the use of our safeguarding report tool, tellus@bca.warrington.ac.uk to offer the mechanism of reporting issues or seeking advice and support in a more discrete manner.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected.

Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care.

A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons

11. Relationship and Sex Education and PSHE

- 11.1 We do not believe that you can disassociate Sex and Relationship Education from much of Personal Social and Health Education. Many of the learning objectives relating to health, empathy, respect and responsibility are the same.

12. Monitoring, Evaluation and Review

- 12.1 The delivery of Relationships and Sex Education will be monitored by the Co-ordinator and the schemes of work will be reviewed and updated as appropriate on a yearly basis after consultation with teachers of this cross-curricular subject
- 12.2 The policy will be reviewed by the Leadership team and by Governors every two years.

Student, Staff and Parent involvement

Students:

- Student voice will be taken.
- Student assessment via 'Do Now' activity, using distancing techniques and scenario based questions. This will be recorded within reflection log journals.
- Student voice will also be taken.

Parent:

- The policy is available on the website and parents are encouraged to provide feedback to school.

Staff:

- Staff voice is taken
- Staff are provided with the policy to give them the opportunity provide feedback before approval.
- Staff training is provided on key topics by Learning Leaders, the lead teacher and by external agencies, where appropriate.

13. Further information

Role of the school nurse

The extent to which the school nurse contributes to RSE depends in part on capacity and local resources. Our school nurse most effectively supports RSE by:

- Introducing herself in person to all students, by visiting each year group assembly and delivering RSE lessons in Years 9 and 10.
- Supporting teachers with suitable vocabulary and resources
- Checking that sexual health information is up-to-date, medically accurate and comprehensive
- Informing curriculum planning by feeding back (anonymously) the common questions and concerns raised by students one-to-one with the school nurse

If the school nurse is unable to contribute directly to RSE then Beamont Collegiate Academy ensures that the curriculum includes learning about what services the school nurse or other local services provide and how they can be accessed including details about confidentiality.

Under 16s' entitlement to confidential health advice and treatment

The School Nurse and other health professionals follow guidelines which allow them to give advice and treatment to young people under 16 years old without the knowledge or consent of the parents/carers if that is in the young person's best interests. They will, however, encourage the young person to talk to their parents/carers. Only in cases where there is abuse or serious risk of harm would the health professional follow the county child protection procedure and breach the young person's confidentiality. The young person would be kept fully informed at all stages of the procedure.

When the school nurse sees students on a one-to-one basis she will follow these professional guidelines. In PSHE lessons, however, she must follow the same guidelines as teachers.

External visitors

External visitors contributing to RSE include school nurses, youth workers, peer educators, theatre-in-education companies, staff from local sexual health or domestic violence charities, members of a faith or community group. If external visitors contribute to RSE they are selected because they have the right skills and experience to make a unique contribution and add value.

External visitors (guest teachers) are not used as a substitute for a teacher (who will always be present in the lesson) and they also comply with the school policy on confidentiality and safeguarding (a copy of which they will be provided with).

Personal Development lessons have external input from a variety of agencies, including (but not exclusively) Cheshire Police, Warrington Youth Health Team, and School Health Team.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Students are requested to sign an agreement at the start of the academic year, this is to adhere to the PSHE classroom rules in order to maintain a safe learning environment for all.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer or seeking advice from the PSHE coordinator or senior lead.

Children with special needs

High quality teaching is differentiated and personalised, and this is the starting point to ensure accessibility for all pupils. Beamont Collegiate Academy will also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for pupils with SEND. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education can also be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some pupils there may be a need to tailor content and teaching to meeting the specific needs of children at different developmental stages.

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of sex and relationship education. Alternative resources have been sought online, and specialist input has been sought, (via an English as an Additional Language teacher and our

SENCo), to help translate or adapt the PSHE resources to suit particular groups of students.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring staff awareness of student needs to enable appropriate differentiation and support. Teaching Assistants will support in classes it is deemed necessary. As a school we also have specific literature for students with SEND to support their understanding of sensitive issues/topics.

We strive for the best delivery and outcomes for all young people.

Diversity

It is essential that our RSE policy is sensitive to the range of religious and cultural views about sexual behaviour whilst still ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Therefore the PSHE Schemes of Work include clear, impartial scientific information on matters such as the changes of puberty, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage and female genital mutilation.

It also covers the concept of equality and legislation relating to it. Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. It is important that RSE fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. It must be respectful of how students choose to identify themselves, understanding that their sexual orientation and gender identity may be 'emerging'.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring staff awareness of student needs to enable appropriate differentiation and support. Teaching Assistants will support in classes it is deemed necessary. As a school we also have specific literature for students with SEND to support their understanding of sensitive issues/topics.

Support for pregnant teenagers and young fathers:

Any student who is continuing with a pregnancy will be given time with the Pastoral Lead or designated staff member to ensure she knows how she may continue her education within this school and if appropriate how she may continue in post-16 education. This discussion will include advice on benefits and child care as well as support from other agencies. The school nurse will help her to access antenatal and postnatal care.

The school will also be sensitive to the needs of young fathers ensuring support around behaviour of peers, and information on sources of advice on legal and other issues, for example Citizens' Advice Bureau and Connexions.

Links with other policies

- PSHE & Citizenship
- Equal Opportunities
- Child Protection
- Confidentiality
- Behaviour
- Anti-Bullying

Documents that inform the school's RSE policy include:

This policy was developed in response to:

The guidance should be read in conjunction with:

- Statutory guidance on RSE and health education
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- Links with other policies
- This policy should be read in conjunction with the following Trust/Academy policies:
 - Safeguarding Policy
 - Anti-Bullying Policy
 - E-Safety Policy
 - Equality Information and objectives
 - Behaviour Policy
 - Drugs policy
 - Mental health and well-being policy
 - SEND Policy
 - Statement on promotion of British Values

Safeguarding

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Beamont Collegiate Academy has a responsibility for safeguarding and a legal duty to promote student well-being (Education and Inspections Act 2006 Section 38).

Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday, especially during the transition from primary to secondary schools, is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

We will educate students on the use of our safeguarding report tool, tellus@bca.warrington.ac.uk to offer the mechanism of reporting issues or seeking advice and support in a more discrete manner.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected.

Staff are also aware of need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead and children's social care.

A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead) will ensure that trusted, high quality local resources are engaged, links to the police and other agencies are utilised and the knowledge of the any particular local issues it may be appropriate to address in lessons.

Support offer:

- school health practitioner (nurse) support;
- mental Health and well-being support;
- pastoral leader support;
- SMLO Sexual Misconduct Liaison officer – BCA has three qualified staff members (LBS, CRI and KST). Support is offered to both the alleged perpetrator and the victim.
- referrals to outside agencies;

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject students to discrimination.

Beamont Collegiate Academy has a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between students, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Confidentiality

Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults.

Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen who is sexually active directly approaches a teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the Safeguarding sexually active young people guidance.

The staff member will inform the Headteacher /Designated Child Protection person in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Dissemination of the Policy

The RSE Policy is available online on the School Policies link within the school website or available upon request from the Head Teacher's PA.

Arrangements for Monitoring and Evaluation

The RSE policy be reviewed annually and evaluated to ensure it meets the needs of all learners. The monitoring process will be conducted by the Head of PSHE who will feed this information back to governors, students and parents. This will include;

- NC Science elements of RSE will be formally assessed. (The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from).
- If teachers evaluate their RSE lesson content and delivery to inform future planning

Monitoring

Is an ongoing process that checks the degree to which a programme, course or scheme of work is being effectively implemented. Monitoring answers the questions:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?
- Does the planned programme reflect national guidance, local priorities and students' needs?
- Are all students being taught the programme as planned?
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

These questions can be answered by using Arbor to record student attendance in RSE lessons, effective PSHE leadership which follows the whole school system of lesson observations/Learning Walks/Student Voice (QA Calendar) and peer support, and a system for regular review of the RSE policy and programme.

Evaluation is the process that measures whether the lesson or unit of work is effective and worthwhile. The assessment of student learning will contribute to the lesson/unit evaluation. Evaluation answers the questions:

- Has this lesson or unit enabled the students to learn what was intended?
- Does it meet the needs of the students? What do we think of it? (teachers and students)
- What are its good and bad points?
- Do we need to modify it in any way to improve it?

These questions can be answered by both structured and informal student and staff feedback in the form of:

- Teacher evaluation of lessons, units and the overall RSE programme
- evidence from lesson observations/Learning Walks
- evaluation of contributions of external partners
- feedback and evaluation by students via 'Student Voice' activities

Evaluation is a means of improving provision and raising standards. Evaluation helps to identify issues for development and can prompt a review process and this may result in changes to the RSE programme or policy, particularly in light of the potential changes which may be implemented by Government over the coming months and years.

14. Appendix 1

CONFIDENTIALITY IN SEX AND RELATIONSHIPS EDUCATION LESSONS

Confidentiality in the classroom

The classroom is a public place and confidentiality cannot be maintained. 'Ground rules' for sex and relationships education lessons should be negotiated with pupils well in advance, including the key rule 'no-one will be expected to ask or answer any personal questions'. Situations and issues should be discussed using 'distancing' techniques of role play and hypothetical but authentic scenarios.

General advice to teaching and support staff

The key issues we wish to stress on confidentiality in sex and relationship education are;

- i. Pupils will be reassured that their interests will be maintained
- ii. Pupils will be encouraged to talk to parents/carers
- iii. Ensuring that pupils know that teachers cannot guarantee complete confidentiality but that they will know first if it must be broken
- iv. Ensuring that pupils are informed of sources of confidential advice

Disclosures

If we learn that an under 16 year old is sexually active or contemplating sexual activity, we will ensure that;

- i. The pupil is encouraged to talk to their parent/carer
- ii. Child protection issues are addressed
- iii. The pupil receives adequate counselling and information or referral to an appropriate service

Further details of procedures are outlined in the Child Protection Policy.

Dealing with questions

We will deal with questions about sex and relationships education by;

- i. Setting clear parameters of what is appropriate and inappropriate within the ground rules
- ii. Acknowledging if a teacher does not know the answer to a particular question
- iii. Acknowledging a question which may be too explicit, is age inappropriate for the pupil or the whole class or raises concerns about sexual abuse, and promising to attend to it later on an individual basis

15. Appendix 2

WITHDRAWAL FROM SEX AND RELATIONSHIPS EDUCATION LESSONS FORM (other than National Curriculum Science)

Name of Pupil -

Tutor group -

Year Group -

Date of Parent/Carer request for withdrawal

Subjects involved

Staff to be informed

Any special comments by parents/carers to be made known to staff

NB Parents/carers do not have to make their reasons for withdrawal known

Signature of Parent/Carer

Signature of Vice Principal

Time table attached showing lessons and times affected Yes/No

COPY TO PRINCIPAL AND PUPIL FILE