

## Bank View School



## Relationships and Sex Education (RSE) Policy

### Document Status

<b>Approved By:</b>	Full Governing Body
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## 1. Statement of Intent

At Bank View School, we understand the importance of educating pupils about Relationships, sex and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of Relationships and Sex Education (RSE) and health education can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in the wider society.

We provide pupils with high-quality, age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be delivered to meet the needs of all pupils.

## 2. What is Relationships and Sex Education (RSE)?

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in a relationship is. This will help pupils 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.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

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

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

This policy covers the approach of Bank View School to the teaching and learning of Relationships Education at primary and Relationships and Sex Education at secondary. It was produced using the guidelines of The PSHE Association following consultation between the Head teacher, curriculum governor, senior leadership team, subject lead, safeguarding mentor, pupils and parents/Carers.

The policy will be reviewed annually in order to ensure compliance with the Governments amended Children and Social Work Bill (2016/17) and the

Department of Education's forthcoming comprehensive programme to set out consistent, age-appropriate subject content which addresses the increasing risks to children and the necessary support for high quality teaching.

The policy will be made available to parents via the school website within the policies section. A copy can also be made available on request.

### **3. Our Aims of RSE**

Relationships and Sex Education is a partnership between home and school. At Bank View School it is taught in accordance with the following legislative requirements:

The Education Act, 2002 where all schools are required to provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life.

The Children Act, 2004 where schools maintain a statutory obligation to promote the wellbeing of all pupils

The Education and Inspections Act, 2006 which laid a duty on governing bodies to promote the well-being of pupils at the school.

Children and young people also have a right to a good quality inclusive education, as set out in the United Nations Convention on the Rights of The Child 1989.

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)

Equality Act 2010

- DfE (2018) 'Keeping children safe in education
- Children and Social Work Act 2017

At Bank View School we believe that the teaching of high-quality Relationships, and Relationships and Sex Education is essential in order to satisfy the universal entitlement of children and young people to learning that will enable them to live safe, fulfilled and healthy lives. We also believe that it makes a significant contribution to protecting them by addressing specific national and local health priorities.

Bank View School acknowledges that RSE is the right and responsibility of the parent/carer. The school provides RSE to support parents/carers in fulfilling their responsibility. Based on the above definition Bank View School believes that RSE should:

- Be an entitlement for all pupils throughout their education and life, allowing them to develop into emotionally stable, confident young adults, providing them with the support they need to do this
- Enable our pupils to better understand the nature of relationships and provide them with the skills and knowledge to stay safe and be treated with respect, avoiding exploitation, mutilation or being pressured into unwanted, unprotected sex
- Enabling our pupils to see the importance of stable loving relationships for the bringing up of children
- Enable our pupils to understand the diverse range of relationships, sexuality and families, allowing them to develop respect and care for others, and be a positive, responsible member of the wider community
- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Allow time to discuss and inform our pupils about the impact of technology on attitudes and knowledge including social media apps and sexting, encouraging our pupils to develop the skills and knowledge to stay safe online
- Generate an atmosphere where questions and discussion about sensitive sexual matters can take place without stigma or embarrassment
- Recognise that parents/carers are the key people in teaching their children about relationships, sex, and growing up and consult them about the content of programmes through letters home and making this policy easily accessible on our school website
- Recognise that the wider community has much to offer and we aim to work in partnership with outside organisations and agencies to help inform and educate our pupils.

#### **4. The Elements of RSE in Bank View School**

##### **Attitudes and Values**

- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life and stable and loving relationships
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour.

##### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and without prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict

- Recognising and developing skills to avoid exploitation and abuse including sexual abuse, physical and mental abuse and peer on peer abuse.

### **Knowledge and Understanding**

- Learning and understanding physical development at age-appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy
- STI transmission.

## **5. Moral Dimension**

Bank View School recognises that it is a moral body in its own right. As part of the whole curriculum the school seeks to explore issues of right and wrong. The school recognises that RSE is fraught with certain difficulties and, whilst it acknowledges different lifestyle choices, it promotes a view that stable loving relationships are the best context for sexual relationships.

Relationships and Sex education lessons at Bank View School are underpinned by values related to the importance of stable relationships which may include marriage, civil partnerships and family life. We are committed to giving opportunities to consider the exploration of values and attitudes surrounding sexual matters in our own and other cultures and what this knowledge and understanding means to our pupils. We also recognise our responsibility to foster and develop the skills and strategies they will need to apply this knowledge in their lives.

## **6. Objectives**

The outcomes for RSE in secondary, and Relationships Education in primary, are clearly set out in the DfE guidance - Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.

Bank View School aims to prepare our pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour
- Be aware of their sexuality and understand human sexuality
- Understand their sexuality may differ from others
- Understand the arguments for delaying sexual activity
- Understand the reasons for having protected sex
- Understand the consequences of their actions and behave responsibly within sexual and personal relationships

- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conception, and sexually transmitted infections including HIV
- Avoid being exploited or exploiting others
- Avoid being pressured into unwanted or unprotected sex
- Stay safe physically and emotionally, including being safe on-line
- Access confidential sexual health advice, support and if necessary, treatment
- Know how the law applies to sexual relationships.

## **7. Content of the RSE/Relationships Education Programme**

The content of the schools programme is based on The National Curriculum Science Offer, PSHE Association guidance and Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers.

## **8. PSHEE framework**

The framework for all key stages is based around three core themes.

1. Health and Wellbeing
2. Relationships
3. Living in the wider world

### **Key Stage 1-2**

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

### **Key stage 3-4**

At key stage 3, students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

At key stage 4, students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

### **Key Stage 5**

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences. As students' progress through the key stages, this balance shifts towards teaching related to young people's current experiences. It is essential to provide a comprehensive PSHE education programme in key stage 5; this ensures students continue to learn about issues with real-life relevance to them, at a crucial transition point in their lives. This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

## **9. National Curriculum Science**

### **Key Stage 3**

#### **Reproduction**

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta
- The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.

### **Key Stage 4**

Health, disease and the development of medicines

- The relationship between health and disease
- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Non-communicable diseases
- The impact of lifestyle factors on the incidence of non-communicable diseases.

In addition to the science National Curriculum offer the following topics are also covered

- Hormones and puberty (KS3)
- Sexual and asexual reproduction (KS3+4)

- Impact of genetic disorders/gene therapy including discussion of impact on families/partners (KS3/4)
- diseases including sexually transmitted and prevention methods/treatments (KS3+4)
- hormones as chemicals including use in Hormone therapies (KS4)
- Stem cell ethics/embryonic research/genetic screening and genetic engineering ethics (KS4)
- Personal care including illness/hygiene/diet/stress etc.

## 10. Relationships and Relationships and Sex Education Expectations from DfE

What pupils should know by the end of primary school:-

### Families and People who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,



managing conflict, how to manage these situations and how to seek help or advice from others if needed.

### Respectful Relationships

- The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### Online Relationships

- That people sometimes behave differently online, including by pretending to be someone they're not
- That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met
- How information and data is shared and used online.

### Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know

- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school, other sources).

What pupils should know by the end of secondary school:-

### **Families**

- That there are different types of committed, stable relationships
- How this relationships might contribute to human happiness and their importance for bringing up children
- What marriage is, including its 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.

### **How to**

- Determine whether other children, adults or sources of information are trustworthy
- Judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships)
- 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, the management of conflict and 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 normalize 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 respect to

- others, including people in positions of authority, and tolerance of other people's beliefs
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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 references 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 wouldn't 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 female genital mutilation, and how these can affect current and future relationships
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

### Intimate and Sexual Relationships, including Sexual Health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual

respect, consent, loyalty, trust, shared interests and outlook, sex and friendship

- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g., physical, emotional, mental, sexual and reproductive health and wellbeing)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment.

## **11. The Delivery of RSE and Relationships Education**

Relationships and Sex Education is coordinated by the lead PSHE teacher Miss. M. Armstrong in consultation with the Head Teacher, Ms. J Gelling, Safeguarding lead, Ms L. Feeney, Science co-ordinator, Ms. A Byrne, governors, parents/Carers and pupils.

Delivery is through planned aspects within the discreet PSHE programme, RSE outcomes, Science and World Views curriculum.

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSE is supported by the school's behaviour management policy. It is the responsibility of science teachers to deliver the National Curriculum Science Offer according to the Scheme of Work. RSE is delivered as part of the school's PSHE programme and in conjunction with school mentors and outside agencies.

## **12. Methods of Teaching and Resourcing**

In the delivery of Relationships and relationships and Sex education, teachers will use a variety of teaching methods and resources, matched to the learning and emotional needs of all pupils, including:

- Discussion
- Drama and role play
- Research and presentation.
- Group work
- Structured games
- Audio – visual aids
- Media videos
- Story board work
- Active learning techniques
- Appropriate use of outside speakers.

Parents are welcome to discuss with teachers their approach to RSE and the methods of teaching and learning to be used. An annual RSE coffee morning is hosted by an external agency and Bank View staff. The school uses a wide variety of resources, including DVDs and books. Parents are welcome to view these materials both at the coffee morning and on request from school.

At Bank View, staff are aware that teaching RSE to pupils with more complex needs means that classroom work may need to be more explicit than in mainstream schools. The use of correct words for body parts and functions is essential. Visual material, which is clear and unmistakable, is used along with anatomically correct three dimensional models. There will be equal opportunity afforded to all pupils. Careful thought will be given to pupil groupings when delivering RSE. There may be times when gender groups may need to work alone, and other times when students may need to be grouped according to their development and maturity. Support will be given at all times to ensure that teachers are confident and comfortable with the delivery of planned work. TAs will be involved in classroom work and discussions.

Discrete, one-to-one or small group RSE intervention sessions are also delivered by trained staff, as and when needed, to address particular areas of need for specific pupils; such as appropriate and inappropriate touch or consent.

### **13. Monitoring and Evaluating RSE**

RSE will be monitored in accordance with the schools appraisal policy. This may include observations, drop-in sessions and learning walks.

It is the PSHEE co-ordinators responsibility to:

- a. Ensure that RSE occurs in the school's curriculum
- b. Monitor the use of teaching and learning styles;
- c. Monitor the use of teaching materials;
- d. Evaluate the effectiveness of the schools programme.

### **14. Dealing with Sensitive Issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion-based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question

- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used, although initial discussion of common and slang terms is often essential to ensure pupils' understanding of what is being discussed
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's safeguarding policy in this matter.

## **15. Guidance on specific issues**

Students with more complex learning difficulties will not be excluded from RSE at Bank View School. Using appropriate methods, they will be offered opportunities to explore self-awareness, gender awareness, body parts recognition, privacy etc. All pupils will be given age-appropriate materials.

### **Menstruation**

Menstruation can be a troubling time for girls if they are unprepared. At Bank View, we consider it vital to prepare girls about the onset of menstruation and single sex lessons/ 1:1 mentor sessions may be taught in order for girls to feel more comfortable about discussing personal issues. Menstruation is also taught to the males as part whole group sessions in primary and secondary.

### **Contraceptive Advice to Pupils**

Pupils will be taught the context of sexual intimacy. The correct use of condoms will be demonstrated using models and pupils will be given the opportunity to put a condom on a model penis. Questions about forms of contraception should be answered accurately and honestly within the pupil's ability to understand. Pupils may wish to raise further issues with staff arising from discussion in the classroom. Teachers can give pupils – individually and as a class – additional information and guidance on where they can obtain confidential advice, counselling and, where necessary, treatment. Pupils may be encouraged to speak further about choices of contraception, and relationships generally, with the school nurse, school mentors and external support agencies and they advise accordingly.

### **Safer Sex and HIV/AIDS and Sexually Transmitted Infections (STIs)**

Teaching about safer sex remains one of the Government's key strategies for reducing the incidence of HIV/AIDS and STIs. Young people need to be aware of the risks of contracting a STI and how to prevent it. Although the emphasis in relationship and sex education should be on prevention of infection, through delaying sexual activity and teaching the reasons for safe sex, pupils also need to know about diagnosis and treatment.

Strategies for teaching about HIV/AIDS and STIs should include:

- Helping pupils clarify their knowledge about HIV/AIDS and STIs

- Teaching them assertiveness skills for negotiating relationships; and
- Enabling them to become effective users of services that help prevent/treat STIs and HIV
- Signposting to sexual health services.

## **Abortion**

There are strongly held views and religious beliefs about abortion and the religious convictions of pupils and their parents should be respected. It is all too easy to create a classroom debate in which pupils' views become polarised and miss the purpose of RSE in preparing pupils for the responsibilities and challenges of adult life. Staff at Bank View will strive to offer young people the opportunity to explore the moral dilemmas, enable them to know and understand about abortion, and develop the communication skills to discuss with parents and health professionals. However, our key task, through appropriate information and effective advice on contraception and on delaying sexual activity, should be to reduce the incidence of unwanted pregnancies. Abortion is also covered in World Views lessons.

## **Sexual Abuse/Child on Child Abuse**

Staff should be aware that some pupils will have experienced, or may be experiencing, sexual abuse. It is felt that sex education should not be avoided in these cases, indeed it makes it more essential: such teaching may help pupils to recognise abuse; gain the confidence to discuss abuse with an adult and/or avoid abusive situations. If disclosure takes place during a lesson, or to a member of staff, our safeguarding policy makes it clear what action is to be taken. Disclosure should be treated in a calm and supportive manner. The designated member of staff with responsibility for Safeguarding is Lyla Feeney and in her absence a member of SLT.

## **Sexual Exploitation of Children**

The importance of teaching young people about consent is central to learning about healthy, equal and safe relationships and choices. Our RSE curriculum aims to address gender-based and power inequalities and how these can lead to coercion and sexual violence. Discussion is encouraged to allow pupils to explore real-life situations and how to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling. Pupils are given guidance and equipped with the skills to get help if they need it. The RSE curriculum promotes equality in relationships and emphasises the importance of seeking and gaining mutual consent. Pupils learn that their body belongs to them and that they can say who has access to it. This is a key element of our school's approach to safeguarding.

## **Domestic Abuse**

It is vital for schools to teach about domestic violence. It is important that young people recognise domestic violence, not only in the form of physical or sexual abuse but also in terms of financial and emotional abuse. Challenging abusive and controlling relationships and encouraging empathy and respect in relationships is at the heart of any discussions in our lessons about relationships.

Pupils are also given awareness of support services that exist for someone who maybe experiencing domestic violence.

### **Diversity issues e.g. Forced marriage, Female Genital Mutilation (FGM), Honour Based Violence**

The importance of pupils recognising and discussing issues to do with cultural diversity are considered paramount to the ethos of Bank View. Through the use of activities where current events from around the world are viewed and discussed, pupils are encouraged to learn about, and challenge, controversial practices and discuss issues to do with personal safety and choice. FGM is taught within our KS3/4 RSE curriculum. The school closely follows the recommendations from the Governments' 2014 'Multi-Agency and Practice Guidelines: Female Genital Mutilation'.

### **Pornography**

At Bank View we emphasise that pornography is not the best way to learn about sex because it does not reflect real life, and can, therefore, be worrying, confusing and frightening for young people. Discussion about pornography is included in lessons that focus on negotiation and assertiveness skills, the importance of communication in relationships, and analysing the stereotyping in some media images. Teaching focuses on the role of peer influence in young people's lives, the importance of not pressuring a partner to look at pornography or imitate behaviours in it, and the skills required to resist unwanted pressure.

### **Sexual Orientation**

RSE Guidance makes clear that teachers should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic attitudes, in and out of the classroom, will be challenged and homophobic bullying will be dealt with in accordance with the school policy. We have visits from outside agencies and pupils are signposted to support.

### **Confidentiality**

As far as possible when discussing issues around sex, sexuality and relationships, pupils' confidentiality should be respected. However, staff should warn pupils prior to discussion that they may be required to share information given by a pupil with a third party.

Effective RSE should enable and encourage young people to talk to a trusted adult if they are having sex or are contemplating doing so. It is desirable, although not always possible, that that person should be their parent or carer. The law allows health professionals to see, and in some circumstances, to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents. In order to be able to take responsibility for their actions, young people need to be more generally aware of the law in relation to sexual activity and local confidential services.

There may be cases where a teacher learns from an under 16-year-old that they are having, or contemplating having sex. In these circumstances staff should, wherever possible, encourage the young person to talk to their parent or carer.



Staff should also ensure that any child protection issues are addressed and that the child has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services e.g. Brook advisory, Access sexual health clinic. The law allows professionals to see, and in some circumstances, to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents.

## **16. Visitors Contributing to RSE**

From time to time as part of a planned module of work the school will invite in local experts on issues relating to RSE as well as using health and other professionals associated with the school. Visitors will be briefed on the needs of pupils and that their contribution carefully integrated into the programme. Their input will be monitored and evaluated.

All health and other professionals/visitors will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the school in delivering its policy on RSE
- Visitors will follow the school's child protection procedures if a disclosure occurs within the classroom setting
- Visitors will know and understand where their contribution fits into the school's programme for RSE and PSHE.

Outside the teaching situation, health professionals such as the school nurses can:

- Give one-to-one advice or information to a pupil on a health-related matter including contraception; and
- Exercise their own professional judgement as to whether a young person has the maturity to consent to medical treatment including contraceptive treatment
- The law allows health professionals to see, and in some circumstances, to treat young people confidentially, and part of this process includes counselling and discussion about talking to parents.

It is clear from Government guidelines that when not in a classroom context, health professionals are covered by their own professional codes of conduct.

## **17. Parental Right to Withdrawal**

The school recognises that RSE must be taught at all Key Stages and appears in each Year's PSHE programme. Parents wishing to see the RSE programme may do so by contacting school or attending the parents coffee morning.

Parents have the right to withdraw their pupils from sex education that falls outside the National Curriculum Science or the statutory Relationships education offer in primary or relationships and health education in secondary. They should

do so in writing to the Headteacher. When the Headteacher receives such a letter they will make contact to explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents/carer. If that is not possible, the pupil will be withdrawn from sex education and placed in another class where suitable work and supervision will be provided. Once a pupil has been withdrawn from Sex education, they cannot take part in those lessons until the request of withdrawal has been removed. It must be made clear that even if pupils are withdrawn from sex education lessons, questions asked at other times will be answered honestly by staff.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

### **Primary**

Parents cannot withdraw their children from relationships education. Parents have the right to withdraw from any non-statutory sex education. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

### **Secondary**

Parents can withdraw their child from sex education that is part of RSE (not science or statutory relationships education) up until three terms before their 16<sup>th</sup> birthday (year 10). After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

DFE officials have stated that sex education content at secondary is contained within the Intimate and sexual relationships topic. Some aspects of sex education are covered within the Science curriculum in a factual, scientific way, and there is no right to withdraw from this.

In Bank View School the following **highlighted areas** are deemed as sex education and therefore will not be taught if a pupil is withdrawn. All other areas are deemed as health education at Bank View School.

### **Intimate and sexual relationships, including sexual health**

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g., physical, emotional, mental, sexual and reproductive health and wellbeing)
- **The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women**
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others

- **That they have a choice to delay sex or 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment

#### **18. Monitoring of this Policy**

The school will assess the effectiveness of this policy through feedback from staff, governors, parents and students.