```
```

BRECKLAND SCHOOL

Relationships and Sex Education policy

Policy Created / Amended	November 2023
Policy Ratified by Governing Body	January 2024
Policy Reviewed By	Assistant Headteacher, Mrs L Woods
Policy Review Date	Annually
Policy Location	SLT/Policies/Current

Table of Contents

1. Introduction

Breckland School believes that relationships and sex education make an essential contribution to every student's health, wellbeing and preparation for adult life in society. It is an integral part of the PSHE programme.

The students in our school come from diverse backgrounds, expressing a spectrum of beliefs and values. Together with our governing body, we have consulted and developed a familiarity with the beliefs and attitudes which our range of families have about issues such as relationships and sex education, abortion, contraception, homosexuality and sex outside marriage.

The stage of development and the experiences of any group of young people of the same age will be diverse and varied. This fact has clear implications for curriculum content, teaching approaches, and the creation of an appropriate learning environment based on the need to develop in young people respect for each other's differences.

The school acknowledges the importance of its pastoral role in the welfare of young people, and through the general ethos of the school, will seek to persuade students in need of support to come forward.

2. Aim of RSE education

The aims of relationships and sex education (RSE) at Breckland School are to:

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

3. Statutory requirements

As a secondary academy, we must provide RSE to all students under section 34 of the Children and Social Work Act 2017.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Breckland School, we teach RSE as set out in this policy.

4. Policy Development

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

1. Review – The Assistant Headteacher, researched, reviewed and consolidated all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the proposed long-term and medium-term plans and make recommendations
3. Family/stakeholder consultation – families and any interested parties are invited to contribute to this policy via our school website. Refer to Appendix 1 (to be added to this policy at a later date).

4. Student consultation – we annually investigate what students want from their RSE

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

5. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE is not an isolated subject: it permeates the whole school curriculum, the ethos of the school, the pastoral system and is informed by the role models given by teachers. Opportunities should be used as they occur for answering students' questions and exploring issues as they arise.

All subjects, but particularly Science, Religious Education, English and Drama provide a focus for exploring some elements of RSE. Alongside timetabled PSHE sessions.

The Assistant Headteacher, in conjunction with the Lead Teacher for PSHE co-ordinates Relationships and Sex Education, is responsible for the overall planning, implementation and review of the programme.

6. Curriculum

Our curriculum is set out as per Appendix 1, but we adapt it as and when necessary.

We have developed the curriculum in consultation with families, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online without first being guided to do so and know how to seek support if necessary.

We will share all curriculum materials with families upon request.

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

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 2 and 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious studies.

The school's policy for equal opportunities also underpins the teaching of RSE. Relationships and sex education can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that our relationships and sex education is relevant and accessible to all our students and that it is appropriate for all levels of understanding and maturity. Catering for all students and is respectful of how students choose to identify themselves, their sexual orientation and gender identity (emerging). This means that relationships and sex education is sensitive to the different needs of individual students and may evolve and adapt over time.

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning Support Assistants work with individual students where required, sometimes on a one to one basis.

The school recognises the need to begin with students' own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where they can develop the confidence needed to talk, listen and think about relationships and sex. In order to do this, teachers:

- Establish ground rules with students
- Emphasise the importance of mutual respect
- Require no open personal disclosures in a class setting
- Use distancing techniques
- Provide for anonymity by using a question box (this also gives the teacher time to consult with colleagues on how to answer unexpected questions from students)
- Encourage reflection

The school also draws on a range of teaching methods in order to encourage exploration of attitudes, values and beliefs, using active learning methods which involve students and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. The school includes activities where students can practise and develop confidence in using communication, negotiation and decision-making skills. Students are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made.

The school recognises that some aspects of RSE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum. However, there are aspects which need to be taught separately in RSHE, including those specifically relating to sexual matters such as contraception and STIs. Not all teachers feel suited to teach some of these. Therefore, some RSE topics may be delivered by a panel of teachers who are particularly trained and confident in teaching this subject or a school nurse. Resources are chosen from agencies which represent diverse beliefs, which are appropriate to students' age, maturity and religious and cultural background.

All teachers are given training on handling controversial topics and are made clear about confidentiality boundaries and know where/who to refer students for confidential advice and support.

8. Inclusivity

We will teach about these topics in a manner that:

> Considers how a diverse range of students will relate to them

> Is sensitive to all students' experiences

> During lessons, makes students feel:

- o Safe and supported
- o Able to engage with the key messages

We will also:

> Make sure that students learn about these topics in an environment that's appropriate for them, for example in:

- o A whole-class setting
- o Small groups or targeted sessions
- o 1-to-1 discussions
- o Digital formats

> Give careful consideration to the level of differentiation needed

9. Use of resources

We **will** consider whether any resources we plan to use:

- o Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support students in applying their knowledge in different contexts and settings
- o Are age-appropriate, given the age, developmental stage and background of our students
- o Are evidence-based and contain robust facts and statistics
- o Fit into our curriculum plan
- o Are from credible sources
- o Are compatible with effective teaching approaches
- o Are sensitive to students' experiences and won't provoke distress
- o Are compatible with our values

10. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

> Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- o Are age-appropriate
- o Are in line with students' developmental stage
- o Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

> Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

> Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

> Review any case study materials and look for feedback from other people the agency has worked with

> Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed

> Ask to see in advance any materials that the agency may use

> Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

> Conduct a basic online search and address anything that may be of concern to us, or to families

> Check the agency's protocol for taking pictures or using any personal data they might get from a session

> Remind teachers that they can say "no" or, in extreme cases, stop a session

> Make sure that the teacher is in the room during any sessions with external speakers

> Share all external materials with families

We **won't**, under any circumstances:

> Work with external agencies that take or promote extreme political positions

> Use materials produced by such agencies, even if the material itself is not extreme

11. Roles and responsibilities

11.1   The governing board

The governing board will approve the RSE policy and hold the Head of School (and Executive Headteacher) to account for its implementation.

11.2   The Head of School/Executive Headteacher

The Head of School (and Executive Headteacher) are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

11.3   Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual students
- Responding appropriately to students whose families wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Executive Headteacher.

We have a range of teachers from different faculties responsible for teaching RSE

11.4   Students

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

12. Families' right to withdraw

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

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Head of School.

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

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

13. Training

Staff delivering RSE are annually trained. The Assistant Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide specialist teaching of RSE to students. This is in the form of 'drop-down days'.

14. Monitoring arrangements

The delivery of RSE is monitored by the Assistant Headteacher through:

- Learning walks
- Student perception surveys

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

The policy will be reviewed by the Assistant Headteacher, annually. At every review, the policy will be approved by the governing board.

Breckland School - Personal Development - Long term Planning for PSHE

		Term 1	Term 2	Term 3
Year 7	Mentor	**Managing Change** Getting to know people Managing stress and change Transition points Careers and your future	**Politics and Parliament** Why is politics important? How is our country run? Who is the new PM? Exploring inside Parliament	**Celebrating Differences 1** Multicultural Britain British Values What is your identity? Nature vs Nuture
	Curriculum	**Puberty and Body Development** Introduction to puberty Puberty for girls Puberty for boys Personal Hygiene Growing up and FGM Assertive Consent	**Friendships, Respect and Relationships** Consent and Boundaries Respect and Relationships What makes a good friend? Friendships and managing them Pressure and influence	**Staying safe online and offline** Avoiding gangs Staying safe online Online gaming and Fortnite What is alcohol? What is smoking E-cigs, vaping and sisha
Year 8	Mentor	**Proud to be me** Boosting Self-Esteem Do you have what employers want? What is the Labour Market? Career Exploration	**Law, Crime and Society** British Values Criminals, law and society Law making in the UK Prison reform and punishment	**Celebrating Difference 2** The Equality Act 2010 Breaking down stereotypes Prejudice and Discrimination Challenging Islamphobia
	Curriculum	**Physical Health and Mental Wellbeing** Health and wellbeing What is mental health? Positive body image Child abuse Types of bullying Healthy eating and cholesterol	**Identity, Relationships and Sex Education** Health Relationships Dealing with conflict Sexual Orientation Gender Identity Contraception	**Dangerous society online and offline** County Lines - what is it and who is at risk? Substance abuse Online safety and cyber bullying Grooming boys and girls Child Exploitation - Online Protection Knife crime and safety
Year 9	Mentor	**Essential Life Skills** From failure comes success What is anger? Saving and Managing money Budgeting and Debt	**Combatting Extremism and Terrorism** Extremism What is Terrorism? The Radicalisation Process Counter Terrorism	**LGBTQ+ Explored** LGBTQ+ - what is it? Homophobia in school and society Transphobia Supporting the LGBTQ+ community
	Curriculum	**Body Confidence** Self Esteem Changes What is a penis? What is a vulva? Dealing with grief and loss Media and Airbrushing Cancer prevention and healthy lifestyles	**Sex, The Law and Consent** Sexual Consent and the Law FGM and the Law Delaying sexual activity Why have sex? What are STI's?	**Legal and Illegal Drugs** Different types of addictions Drugs - cannabis products Drug classifications Party drugs Illegal drugs Volatile substance abuse
Year 10	Mentor	**Rights and Responsibilities** What is a Right? Consumer Rights Employer Rights Exploring Pay slips	**Exploring British Values** Exploring Britshness and British Values LGBTQ+ Rights and British Values What are Human Rights Exploring Human Rights	**Exploring World Issues** International Organisations Aid and supporting other countries FairTrade Peace, War and Conflict
	Curriculum	**Mental Health and Wellbeing** Child Abuse Screen time and safe use of mobiles Common types of mental health Self harm Suicide (thoughts and feelings) Promoting emotional wellbeing	**Exploring Relationships and Sex Education** Campaigning against FGM Sexting and nudes Pornography Domestic abuse and violence Relationships, sexual abuse and rape	**Violence, Crimes and Seeking Safety** Honour based violence Forced marriages Online gambling Social media validation Keeping data safe Modern day slavery Causes of knife crime
Year 11	Mentor	**Your Future and Beyond** Dealing with Exam Stress and Anxiety Time Management and Technology Writing a CV Writing a Personal Statement	**Staying Safe** War on drugs Cosmetic surgery Drugs and substance addiction Online reputation and digital footprints	**Exam support**
	Curriculum	**Adult Health and Looking After Yourself** Organ donation & blood donation Teenage pregnancy choice Abortion Laws, morals & ethics Testicular & prostate cancer Cervical, breast and ovarian cancer Parenthood	**Sexual Health** Fertility and what impacts it Alcohol and bad choices Importance of sexual health Revisiting contraception Revisiting STI's Respect and Relationships	**Finance** Exploring a pay check What is Tax and National Insurance? How to open a bank account

CORE THEME 2: RELATIONSHIPS

KS3 Learning opportunities in Relationships and Sex Education	KS4 Learning opportunities in Relationships and Sex Education
Students learn...	*Students learn...*
Positive relationships	
R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	R2. the role of pleasure in intimate relationships, including orgasms
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R4. the difference between biological sex, gender identity and sexual orientation	R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
R5. to recognise that sexual attraction and sexuality are diverse	R5. the legal rights, responsibilities and protections provided by the Equality Act 2010
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours
Relationship values	
R9. to clarify and develop personal values in friendships, love and sexual relationships	R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
R10. the importance of trust in relationships and the behaviours that can undermine or build trust	R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

Forming and maintaining respectful relationships

R11. strategies to manage the strong emotions associated with the different stages of relationships

R12. to safely and responsibly manage changes in personal relationships including the ending of relationships

R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them

R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks

R15. the legal and ethical responsibilities people have in relation to online aspects of relationships

R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help

R17. ways to access information and support for relationships including those experiencing difficulties

R13. how to safely and responsibly form, maintain and manage positive relationships, including online

R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)

R15. to further develop and rehearse the skills of team working

R16. to further develop the skills of active listening, clear communication, negotiation and compromise

R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help

R18. to manage the strong feelings that relationships can cause (including sexual attraction)

R19. to develop conflict management skills and strategies to reconcile after disagreements

R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations

R21. how to manage the breakdown of a relationship (including its digital legacy). loss and change in relationships

R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support

R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them

Consent

R18. about the concept of consent in maturing relationships

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

Contraception and parenthood

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

Bullying, abuse and discrimination

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online

R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour

R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

Contraception and parenthood

R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

R24. the physical and emotional responses people may have to unintended pregnancy; the different options available: whom to talk to for accurate, impartial advice and support

R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

R26. the reasons why people choose to adopt/foster children

R27. about the current legal position on abortion and the range of beliefs and opinions about it

Bullying, abuse and discrimination

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

R29. the law relating to abuse in relationships, including coercive control and online harassment

R30. to recognise when a relationship is abusive and strategies to manage this

R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them

R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support

R34. strategies to challenge all forms of prejudice and discrimination

Social influences

R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs

R36. skills to support younger peers when in positions of influence

R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help

R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied

R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships

R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice

R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

R42. to recognise peer influence and to develop strategies for managing it, including online

R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support

R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this

R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours

R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support

R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

Appendix 4: Family form: withdrawal from sex education within RSE

TO BE COMPLETED BY FAMILIES			
Name of child		Class	
Name of family member		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Family member's signature			