



RSE (Relationships and Sex Education) Policy

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| Policy number | US024 |
| Applies to | Upper School |
| Endorsed by | Head Master |
| Responsibility | Deputy Head Academic/Head of General Education |
| Date reviewed | November 2020 |
| Next review | November 2021 |

Bedford School RSE Policy (Relationships and Sex Education)

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| Date of review | 01/11/2020 |
| Date of next review | 01/11/2021 |
| Responsibility for Review | Deputy Head Academic/ Head of General Education |
| Circulation | Governors, Teaching staff, Parents |

Documents that inform the school's RSE policy include:

- ISI Handbook for the Inspection of Schools Commentary on the Regulatory Requirements dated September 2020
- Equality Act (2010)
- Working Together to Safeguard Children (2015)
Keeping Children Safe in Education (September 2016- 2020 updates)
- [Sex and Relationship education guidance \(2020\)](#)
- Bedford School Anti Bullying and Anti Cyberbullying Policy
- Bedford School Academic Plan (Upper School)
- Bedford School Behaviour Policy (Upper School)
- Bedford School Curriculum Policy (Upper School)
- Bedford School Safeguarding Children and Child Protection Policy

This policy is reviewed through consultation with staff, pupils and parents.

Aims

The aims of Relationship and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Promote inclusivity by an awareness and acknowledgement of diversity
- Allow students to make informed decisions about sex and relationships and contextualise these within the digital age.

Definition

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

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

RSE does not promote sexual activity either directly or indirectly.

Delivery of RSE

RSE is taught within our school Citizenship programme and is a natural progression from our programme of study at Bedford Prep School RSE. Some Biological aspects of RSE are taught within the science curriculum in the spring term of Remove form. In addition, themes are focused on in

Year Group Assembly, Whole School Assembly, Chapel and Tutor Time. The core school values of Integrity, Responsibility, Curiosity and Endeavour are reflected in our approach.

Our school Citizenship programme is delivered by Upper School teachers during regular Citizenship mornings. The school does all required to keep both boys and staff up to date according to the latest policy changes, through appropriate changes to the programme of studies each year.

Classroom practice and pedagogy will consider pupils' age, ability, readiness, cultural background and pupils with SEND and will be adjusted to enable all students to access the learning.

Across all Key Stages, pupils will be provided with the knowledge needed and supported in developing in the following areas:

- An understanding of the characteristics of healthy relationships and the benefit on mental health these can have. Alongside this, pupils will be aware of unacceptable behaviours and strategies for how these might be managed.
- An awareness of how to develop healthy sexual relationships, at the appropriate time and the need to respect themselves and others. Pupils should feel equipped to make safe, informed and healthy choices as they progress through adult life.
- Knowledge of the law around sex and relationships, including, the age of consent, pornography the definitions and recognition of rape, sexual assault and harassment and choices permitted by the law around pregnancy.
- An awareness of the specific sensitive issues of grooming, sexual exploitation, female genital mutilation and domestic abuse and how to access support for oneself or others at risk.
- The knowledge on how to make well-informed, positive choices about their own health and wellbeing, whilst recognising the signs for when there is an issue in themselves or others and know how to seek support from appropriate sources.
- An understanding of the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.
- An awareness of how to stay safe online as well as the impact of time spent online, both positive and negative.
- The knowledge of basic first aid including how to administer CPR, the purpose of defibrillators and when one might be needed.

Roles and responsibilities

The governing board will approve the RSE policy and hold the School to account for its implementation.

The Head Master is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils

Upper school teaching staff are responsible for:

- Delivering RSE in a factual, non-judgemental manner, ensuring it is inclusive and age-appropriate
- Maintaining professional boundaries
- Modelling positive attitudes towards RSE
- Monitoring discussions and progress
- Answering pupils' questions in an age-appropriate manner

- Passing on any safeguarding concerns to the Designated Safeguarding Lead (Vice Master).
- Responding to the needs of individual pupils including special educational needs and disability (SEND) students.
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

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 Vice Master.

The Head of General Education is responsible for:

- Compilation of whole school scheme of work
- Working with The Citizenship team to ensure the provision of age appropriate and inclusive RSE resources
- Working with The Citizenship team to provide support of teachers delivering RSE
- Monitoring RSE delivery and pupil progress
- Ensuring that the content covered is informed by pupil voice and responds to issues as they arise.

Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. All requests for withdrawal should be put in writing and addressed to the Headmaster. The Headmaster will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from Sex Education. Parents can withdraw pupils up until their sixteenth birthday.

Pupils' right to opt-in

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils who have been withdrawn by their parents have a right to opt back into RSE up to three terms before their sixteenth birthday

Monitoring and Evaluation

The delivery of RSE is monitored by the Head of General Education. Resources are audited and learning walks will be carried out during Citizenship mornings and feedback from pupils sought at appropriate times during the year.

Annex A

An overview of when each topic is covered. Further detail on exact teaching is provided in the school bulletin prior to each Citizenship morning and within Bedford School Curriculum Policy.

Fourth Form:

Respect and acceptance of others, LGBT, bullying and cyberbullying, relationships and the internet.

Remove Form:

Pornography, sexual health, contraceptives, pregnancy, family life.

Fifth Form:

Inappropriate relationships, stereotypes, equality, consent.

Lower Sixth:

How health is affected by relationships, how to build positive relationships and support others.

Upper Sixth:

Dealing with different relationships, stereotypes, how alcohol and drugs can affect behaviour.

Annexe B: Statutory RSE Content

The following specific content is a statutory requirement by the end of secondary education.

Families

- that there are different types of committed, stable relationships.
- how these relationships might contribute to human happiness and their importance for bringing up children.
- what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- why marriage is an important relationship choice for many couples and why it must be freely entered into.
- the characteristics and legal status of other types of long-term relationships.
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships

Pupils should know

- the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- that in school and in wider society they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the (Equality Act 2010) and that everyone is unique and equal.

Online and media

Pupils should know

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- how information and data is generated, collected, shared and used online.

Being safe

Pupils should know:

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health

Pupils should know

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- that all aspects of health can be affected by choices they make in sex and relationships, positively 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 and menopause.
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available.
- the facts around pregnancy including miscarriage.
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- how the use of alcohol and drugs can lead to risky sexual behaviour.
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Annex C- The overall Citizenship schedule

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| Fourth Form | Session 1- Introduction to IDEA programme | Session 1- Resilience Session | Session 1- Chocolate Challenge | Session 1- Family Life | Session 1- Rights and responsibilities online |
| | Session 2- Positive relationships 1 | Session 2- Anti-bullying session | Session 2- Chocolate Challenge | Session 2- Family Life | Session 2- Cultural and national identity/ heritage |
| | Session 3- Positive identities | Session 3- Anti-bullying session | Session 3- Chocolate Challenge | Session 3- Valuing our differences | Session 3- Environmental impact |
| Remove Form | Session 1- Porn | Session 1- Movember mental health sessions | Session 1- Body image | Session 1- Homelessness | Session 1- Sexual health session |
| | Session 2- Porn | Session 2- Movember mental health sessions | Session 2- Body image | Session 2- An introduction to politics | Session 2- Food banks/ poverty |
| | Session 3- Alcohol and Psychoactive substances | Session 3- Cyberbullying | Session 3- Teenage Brain-Ownership and Responsibility | Session 3- Q and A session with local MP | Session 3- Mark Robson- Talk and Taekwondo |
| Fifth Form | Session 1- Positive relationships 2 | Session 1- Movember- mens physical health | Session 1- Behaviour in relationships 2 | Session 1- Consent | |
| | Session 2- Behaviour in relationships | Session 2- Movember- mens physical health | Session 2- Conflict of rights | Session 2- Finance Education | |
| | Session 3- Labels play | Session 3- Prejudice and Polarisation | Session 3- Conflict of rights 2? | Session 3- Patrick Foster- Online gambling | |
| Lower Sixth | Session 1- Mentor training | Session 1- Service | Session 1- My uni choices | Session 1- My uni choices follow up | Session 1- Bullying in wider society |
| | Session 2- Mentor training | Session 2- Coping Strategies | Session 2- Coercive control | Session 2- Taking action on body image | Session 2- First Aid for all |
| | Session 3- Mentor training | Session 3- Coping Strategies | Session 3- Revisiting sexual health | Session 3- Peter Hall- Wasted Youth | Session 3- Human Rights/ Current Affairs |
| Upper Sixth | Session 1- UCAS | Session 1- Non Mobros task? | Session 1- Beyond Bedford | Session 1- Hungry Men | |
| | Session 2- Relationships | Session 2- Non Mobros task? | Session 2- Beyond Bedford | Session 2- Hungry Men | |
| | Session 3- Alcohol | Session 3- Mobros assembly | Session 3- Finance at University | Session 3- Elections and Voting | |