

RSE Policy

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Under Review

Policy

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

2. Statutory requirements

We must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must 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 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (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 The Beacon, we teach RSE as set out in this policy.

3. Policy development

This procedure was adopted by the Governing Body of The Beacon and supersedes any previous Bullying and Harassment procedure.

This policy will be reviewed by the Governing Body annually or earlier if there is a need. This will involve consultation with the recognised unions, where there are material changes.

4. 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 is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

In Key Stage 3 and Key Stage 4 (KS3 and KS4) RSE is taught within Beacon citizenship (PSHE), biological aspects within the science curriculum.

In Key Stage 5 although it is non-statutory, we at The Beacon continue to enrich our pupils' learning opportunities and build upon the foundations established in the earlier key stages. It is continued to be taught within Beacon citizenship

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- This will be covered in Term 4 under the heading of 'Growing and Changing'

KS2 (Years 5 and 6)

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The program will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

For more information about our RSE curriculum, see Appendices 1 and 2.

KS3 – KS5

We are aware the statutory elements of RSE end at the finish of KS4, however, given the needs and learning profiles (including socially and emotionally) of our pupils, we continue to provide the RSE learning opportunities in sixth form (KS5).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

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

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The program will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships. Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours include image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

7. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
 - Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported
 - Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

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

Consider the level of differentiation and adaptations needed

8. Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use

9. Use of External organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

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:

- Are age-appropriate
- Are in line with pupils' developmental stage

Ensuring they 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

We will 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 parents and carers
- 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers.
- Share all external materials with parents and carers

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
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

The Governing body

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

The Headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9)

Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Ady young and Julie Howell.

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 headteacher.

Any internal questions regarding the curriculum should in the first instance be directed to the curriculum lead for the area, Ben Clarke. Any other concerns should be raised with Assistant headteachers.

Pupils

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

10. Parents' right to withdraw

KS2

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

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

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

KS3 and KS4

Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil 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 3 of this policy and addressed to the headteacher.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

The Headteacher will decide on this on a case-by-case basis.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

KS5

This right applies to parents of children and young people up to the age of 16. However, once a child turns 15 (three terms before their 16th birthday), they have the right to opt themselves into sex education, even if their parents have withdrawn them.

11. Monitoring arrangements

The delivery of RSE is monitored by SLT and Healthy lifestyles curriculum lead through:

- Learning walks
- Moderation
- Feedback from staff
- Feedback from pupils

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

This policy will be reviewed annually. At every review, the policy will be approved by SLT and Governors.

Under Review

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
KS2	Term 4	➤ Week 1: What Does Changing and Growing Mean? ➤ Week 2: Growing Our Bodies ➤ Week 3: Emotional Growth ➤ Week 4: Developing New Skills ➤ Week 5: Growing in Relationships ➤ Week 6: Looking Ahead – The Future of Growing and Changing
KS3	Term 4	→ Week 1: Understanding Change and Growth → Week 2: Physical Changes and Puberty ➤ Week 3: Emotional Changes and Self-Awareness ➤ Week 4: Social Changes and Relationships ➤ Week 5: Setting Goals for Personal Growth ➤ Week 6: Building Resilience and Adapting to Change
KS4	Term 4	→ Week 1: Understanding Change and Growth → Week 2: Physical Changes and Puberty → Week 3: Emotional Changes and Self-Awareness → Week 4: Social Changes and Relationships → Week 5: Setting Goals for Personal Growth → Week 6: Building Resilience and Adapting to Change
KS5	Term 4	→ Week 1: Introduction to Citizenship and Rights → Week 2: Growing up – Understanding Changes → Week 3: Relationships and Respect → Week 4: Understanding Identity and Diversity → Week 5: Decision Making and Responsibility → Week 6: Preparing for the Future – Careers, Rights, and Choices

Under Review