



# Relationships and Sex Education (RSE) & Health Education Policy –

referred to as RSE policy throughout document

Chair of Governors signature :

Headteacher's signature :

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Person responsible for overseeing the implementation: Siobhan Loydall



Stowe Valley Multi Academy Trust  
Registered Office: Bilton School, Lawford Lane, Bilton, Rugby CV22 7JT  
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## 1. Rationale and ethos

This policy covers Bilton School's inclusive and effective approach to *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance (2019). It was produced by, Mrs S. Loydall, Head of Character & Culture through consultation with the pupils, parents, senior leadership team, Designated Safeguarding Lead and school governors.

Bilton defines 'relationships and sex education' as an education on the legal and medical facts around sex, sexual health, safety and reproduction, as well as an examination of emotional and wellbeing aspects of key relationships in young people's lives, including but not limited to intimate relationships.

We believe RSE is important for our pupils and our school; it allows all pupils to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. This inclusive and effective education is taught in conjunction with sex education from the primary caregiver and adds to the pupil's understanding of the wider world, as well as adding to the overall skills and attributes that Character & Culture aim to develop with each pupil.

We view the partnership of home and school as vital in providing the context for the content of our RSE and Health education curriculum and take into consideration the makeup of the pupil body when planning.

Bilton's overarching aims for our pupils are for each of them to 'be the best they can be' and to nurture attributes such as compassion and confidence. Within this we aim to cultivate a positive culture around issues of sexuality and relationships.

We foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and address and cover everyday sexism, misogyny, homophobia and gender stereotypes, taking positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled in line with Bilton's Behaviour policy, anti-bullying policy, equality statement and safeguarding policy.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by ensuring that all teachers are aware of SEND, Looked After and Disadvantaged students. Curriculum planning takes in to account all of these students and individual teachers work to differentiate their teaching and learning within the classroom.

- We ensure RSE fosters gender equality and LGBTQ+ equality by covering topics such as gender identity, human sexuality and LGBTQ+ rights. We also ensure that our language when teaching RSE is inclusive and promotes equality (teaching is sensitive and age-appropriate in approach and content). Displays in classrooms related to RSE will reflect diversity in terms of race and ethnicity as well as gender identity, sexual orientation and religion.

The intended outcomes of Bilton's programme are that pupils will:

Know and understand -

- What constitutes a healthy relationship including the positive impact this can have on wellbeing & self esteem
- What unacceptable behaviour looks like within a relationship, including the signs of physical and sexual abuse, coercive and controlling behaviour
- Biological changes that occur to biological males and females during puberty including the menstrual cycle

- What contraception is and what constitutes safer sex including how Sexually Transmitted Infections are transmitted and testing
- The meaning of consent and what constitutes sexual harassment and sexual violence including rape, making it clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.
- The law around consent including the distribution of explicit messages and/or images (sexting)
- What it means to be heterosexual, homosexual, bisexual, asexual, transgender and non-binary
- What rights LGBTQ+ people have in this country and around the world
- The meaning of Child Sexual Exploitation (CSE) and the signs that exploitation may or has occurred
- What female genital mutilation (FGM) is and the physical and emotional impact this practice can have
- How to determine if adults are trustworthy, including what constitutes grooming and how to keep safe online

Understand they have a right to...

- A positive body image and sense of self
- Positive mental and physical wellbeing
- Safe and enjoyable sexual activity above the age of consent (16 in England and Wales)
- Make choices about their own body within the confines of the law
- Be safe online including reporting unacceptable and abusive behaviour

Understand they have a responsibility to...

- Ensure that any sexual partner(s) has consented to sexual activity prior to the event
- Be tested for STIs when they become sexually active
- Report any unacceptable, abusive or violent behaviour
- Refuse any activity that is illegal including drug or alcohol use/misuse
- Be a respectful and positive presence in the lives of others

Develop the skills of...

- discussion and explain their own opinions,
- valuing other's opinions,
- critical thinking,
- having a voice,
- discernment and evaluation,
- understanding attributes of a healthy and an unhealthy relationship

Develop the attributes of...

- respect,
- tolerance,
- confidence,
- compassion.

## 2. Roles and responsibilities

The RSE programme will be led by the Head of Character & Culture, Mrs S Loydall, overseen by SLT – Mrs H. Cross. It will be taught by form tutors, who ensure the subject is treated sensitively and with respect in accordance to British Values, Protected characteristics, SMSC, SEND Code of Practice and safeguarding

practices.

It will be supported by the SENCO, who at this time is Mr S. Bond and the SEND department, and the DSL, who at this time is Mrs G. Davy.

A working party will be made up of the above-named individuals to structure, teach and evaluate the success of the RSE curriculum. They will also review policy at the appropriate date and in line with DfE Government legislation surrounding RSE, Safeguarding or any other relevant topic.

Teaching staff will receive RSE training on CSE, FGM and Equality to support pupils with talking about their RSE, making disclosures related to topics covered within RSE and to support overall personal development. Teachers may also receive training on other relevant safeguarding practices such as the Prevent Strategy, reporting sexual violence and sexual harassment and practices on various aspects of students' mental health and wellbeing which will apply to their teaching of RSE. All reporting is via the school's safeguarding management system (CPoms).

### **3. Legislation (statutory regulations and guidance)**

We are required to teach RSE as part of our carefully designed Character & Culture curriculum and the majority of this teaching is a part of the following topics – Taking Care of Myself, Community Issues and Relationships & Me.

Current regulations and statutory guidance from the Department of Education state that

- All schools providing secondary education, including all-through schools and middle schools should deliver RSE as part of their curriculum.
- Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

These key themes have been embedded into the Character & Culture Curriculum: the overview has been published on the school's website.

The RSE policy supports/complements the following policies:

Bilton School's Behaviour policy, anti-bullying policy, equality statement and safeguarding policy.

- Documents that inform the school's RSE policy include:
  - Relationships and sex education (RSE) and health education (2019, updated 2021)
  - *Education Act (1996)*
  - *Learning and Skills Act (2000)*
  - *Education and Inspections Act (2006)*
  - *Equality Act (2010)* - schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation - collectively known as the protected characteristics.
  - *Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)*
  - *Keeping children safe in education – Statutory safeguarding guidance*

- (2016)
- *Children and Social Work Act (2017)*
- Fundamental British Values as part of SMSC in schools (2014).

#### 4. Curriculum design

The Character & Culture Curriculum consists of:

- Careers (Gatsby Benchmarks, SMSC)
- Values and Culture (SMSC – British Values, CIT ks3 and 4 money management unit)
- Taking Care of Myself - (RSE 2019 – Including physical Health and Wellbeing focus)
- Democratic Britain (Citizenship NC ks3,4)
- Community Issues (RSE 2019) Links to Citizenship National Curriculum
- Relationships and Me (RSE 2019)

RSE is embedded predominantly into three topics – Relationships & Me, Community Issues and Taking Care of Myself which are taught in dedicated Character & Culture lessons to all students in KS3 and KS4. All students receive at least 1 hour each week. KS5 is documented separately.

Topic overview	Relationships and Me	Community Issues	Taking Care of Myself
7	<ul style="list-style-type: none"> <li>• What makes a good friend?</li> <li>• Respectful Relationships R.E.S.P.E.C.T – Stereotyping, prejudice behaviour and personal boundaries</li> <li>• Bullying</li> <li>• Peer Pressure and conflict resolution</li> <li>• Cyber-bullying and staying safe online</li> <li>• Body change and puberty</li> </ul>	<ul style="list-style-type: none"> <li>• How does substance abuse affect communities?</li> <li>• Legal drugs</li> <li>• Illegal drugs</li> <li>• Homelessness</li> <li>• Charities and volunteer groups</li> <li>• Knife crime</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Lifestyle, Healthy mind</li> <li>• Personal Hygiene</li> <li>• Balanced diet – healthy food</li> <li>• Active Lifestyle</li> <li>• My emotions/feelings</li> <li>• Keep yourself safe (roads and fire)</li> <li>• Environmental issues</li> </ul>
8	<ul style="list-style-type: none"> <li>• Body changes and Puberty and menstruation</li> <li>• Body image and self- esteem</li> <li>• Respectful Relation- ships (LGBT+) and families</li> <li>• Introduction to consent Families</li> <li>• Marriage and Civil Partnership</li> <li>• STIs and Review</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs – definitions</li> <li>• Drugs – risks and the law (county lines)</li> <li>• Alcohol and Legal substances</li> <li>• Vaping, cigarettes and e-cigarettes</li> <li>• Knife crime/hate crime</li> <li>• Advice Leaflet – charities and support</li> </ul>	<ul style="list-style-type: none"> <li>• Staying safe online – sexting/images</li> <li>• Social media and self-esteem</li> <li>• Online grooming</li> <li>• Fire- safety – what is it?</li> <li>• Cyber bullying/ bullying on line</li> <li>• Emotional wellbeing and healthy sleep</li> <li>• Self-confidence and goals for the future</li> </ul>
9	<ul style="list-style-type: none"> <li>• Relationships values and attitudes</li> <li>• Gender identity and different types of sexual relationships.</li> <li>• LGBT and transphobia / homophobia</li> <li>• Consent – law and when it is not ok to share</li> <li>• Contraception and prevention of STIs</li> <li>• Unplanned Pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• Families</li> <li>• Respectful relationships, including friendship</li> <li>• Online and social media safety/wisdom</li> <li>• Being safe -sexual exploitation</li> <li>• Drugs, alcohol and tobacco</li> <li>• The law- (Prevent) extremism/radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Changing adolescent body</li> <li>• Healthy eating - Energy Drinks and dangers</li> <li>• Basic First aid</li> <li>• Health prevention</li> <li>• Online safety – including- cyber bullying</li> <li>• Drugs– the affect, risks &amp; dangers</li> <li>• Mental wellbeing &amp; health</li> </ul>
10	<ul style="list-style-type: none"> <li>• Consent and peer pressure – the right to say no</li> <li>• Resisting pressure and not pressuring others</li> <li>• Intimate relationships without</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health –body image</li> <li>• County lines; drugs and exploitation</li> <li>• CSE – Child Sexual Exploitation</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy eating and lifestyle</li> <li>• Importance of sleep and rest</li> <li>• Mental health and wellbeing - self esteem</li> </ul>

	<p>sex – trust and respect</p> <ul style="list-style-type: none"> <li>• Honour based violence and FGM</li> <li>• Relationship abuse and domestic violence</li> <li>• Forced marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Crime – acid attacks and knife crime</li> <li>• E-safety - sexting - help, advice and support – charities</li> </ul>	<ul style="list-style-type: none"> <li>• Social media and wellbeing</li> <li>• Taking care of my- self online, online gambling – debt</li> <li>• Managing conflict and respect</li> </ul>
11	<ul style="list-style-type: none"> <li>• Bullying (cyber bullying)</li> <li>• Gender identity/Equality</li> <li>• Sexual health and harassment</li> <li>• Healthy relationships – Families</li> <li>• Contraceptive choices</li> <li>• Managing anxiety - mental Health/wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Heathy me</li> <li>• Substance abuse –the laws, the risks</li> <li>• Alcohol and smoking</li> <li>• Self-esteem – emotional health and happiness</li> <li>• Dealing with Crime (Knife crime)</li> <li>• E-safety</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiration and resilience</li> <li>• Managing exam pressures</li> <li>• Exam revision support</li> </ul>

Bilton School's RSE programme will be taught through a range of teaching methods and interactive activities, including – but not limited to – video clips, extracts, discussions, research tasks and external agency workshops. Explicit teaching of vocabulary and building powerful sentences will ensure pupils are meeting intended outcomes; this will allow for differentiation due to a range of activities in the booklet.

RSE and Health Education will be accessible for all pupils including those pupils with special educational needs and disabilities. As a school, we acknowledge that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Factors, such as Social, Emotional and Mental Health needs or learning disabilities, will be carefully taken into consideration when planning, designing and teaching these subjects and topics. The Character & Culture team will work closely with the Head of SENCO to ensure that the resources and provisions provided are meeting the needs and requirements of all students.

Assessment in RSE at KS3 & 4 will involve a factual multiple-choice test to show knowledge. In addition, pupils will express their opinions through The Big Debate, discussion and reflective tasks, which will allow the form tutor to gauge understanding.

#### RSE wider provisions at Bilton School:

We work alongside various external agencies to provide students with specialist information, in addition to the implementation of our own in-house talks and plans. Such examples include:

- Mental health week and managing exam pressure talk KS4/5
- Mind school action plan – mental health awareness and support – whole school
- Compass, drug awareness talks – whole school
- Compass Health and Wellbeing questionnaire and support – whole school
- Kooth – Mental Health awareness, support and guidance – whole school
- Internet safety and harms -E-safety and Cybercrime talks - Warwickshire county council cyber-crime advisor
- O2 parent e-safety support, open evenings
- Bradby Club talks – safe sex, contraception and consent talk
- Warwickshire police talks, Anti-social behavior, knife crime and sexting, CCE
- School nurse - immunisation and vaccination talks
- Basic first aid - Re-start a heart training session by West Midlands Ambulance service, NHS foundation trust or Red Cross
- Changing adolescent body - (the red box project)
- Rugby Borough Council, COMPASS – Healthy Eating and Physical Activity – Yr 7
- Health and Wellbeing and charity work – whole school
- Mental Health Week – whole school
- Anti-Bullying Week – whole school
- Human Rights Day – whole school
- International Women's Day talks – whole school
- Equality talks – whole school
- Empathy Day focus – whole school

RSE links to learning in other subject areas; these links allow a robust RSE:

#### Cross curricular provisions:

- PE curriculum, Sports Day – whole school
- Race for Life-Cancer Research – whole school
- Health and Social and Social Sciences in KS4
- Technology/Food curriculum - Healthy eating – nutrition – whole school
- Worldwide Views & Beliefs – SMSC, British Values and Protected characteristics – theological and social science topics across KS3 and KS4 and Kindness days, interfaith week, cultural celebrations – whole school
- English – SMSC, British Values and Protected Characteristics - Variety of Poetry SOW and novels,



- such as THUG – KS3 & KS4
- Science - Reproduction

#### Provisions within the wider Character & Culture overview

- Careers – Protected Characteristics- addressing stereotypes and equality, diversity, inclusion in the workplace
- Values and Culture – British Values, SMSC, Protected Characteristics - Anti-bullying & Human rights talks/assemblies/workshops
- Democratic Britain - Citizenship NC KS3 & 4 - covering the Law, dealing with crime and anti-social behaviour.

### **5. Safe and Effective practice**

At Bilton School we are aware of the range of views surrounding the RSE curriculum, therefore we will ensure a safe learning environment by detailing the legal and scientific facts, alongside key vocabulary to allow pupils to have a language to talk about RSE.

Through fostering respectful relationships in the classroom, teachers will be able to teach factual content about sensitive topics and discuss these. Pupils' questions will be answered by the teacher in a respectful and sensitive way; without any personal bias. If a pupil has a sensitive question to be answered, this can be written down and answered, without their name being revealed. All staff teaching RSE will be supported by the C&C team. UK laws will be upheld by teachers, with no indication of personal views or opinions.

### **6. Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers must log concerns as soon as they are able via CPOMs; the school's electronic child protection software. In the event of a disclosure which a teacher considers to be serious and/or immediate teachers will consult with the Designated Safeguarding Lead and in her absence one of the Deputies (see Safeguarding Policy).

Visitors/external agencies which support the delivery of RSE will be required to sign in at Reception and wear a visiting badge at all times. They will not be permitted to be alone with a student, a member of teaching staff must be in the immediate vicinity.

Visitors are only invited in to deliver RSE with the approval of the Head of Department, the Line Manager and the Senior Leadership Team. Resources will be checked for content, age-appropriate material and accessibility for all pupil's needs including those with (special educational needs). Any external visitors will be checked and briefed regarding the school's safeguarding guidelines and policy, before they can deliver any content to the students.

### **7. Engaging Stakeholders**

The policy has been produced by the Head of Character & Culture and will be kept under review by our senior leadership team and our school governing body.

The policy will be available to parents through Bilton School's website. We are committed to working with parents and carers by consulting with them on the policy, and addressing any questions or concerns as soon as they arise. We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through our pastoral team, Character & Culture team (Mrs S. Loydall), SLT (Mrs H. Cross) and DSL (Mrs G. Davy). As part of our whole school approach to RSE, parent Information sessions and opportunities for parents to view the materials and resources used will be available on request and follow the curriculum overviews, which are available on the school website. Parents and carers will be kept well informed of any future external provisions taking place within the RSE units. Any parent/carer feedback will be considered when reflecting on and refining the curriculum.

Pupils will have opportunities to review and reflect on their learning during lessons through a variety of activities such as summarizing learning and discussing a range of perspectives. Pupil voice will be influential in adapting and amending planned learning activities

When Relationships & Sex education is taught, Bilton School will notify parents via email the term before the topic begins.

#### **8. RSE policy review date**

- This policy will be reviewed annually in the summer term, and in accordance to any changes in national guidelines.
- It will be reviewed by Head of C&C department, school governors, headteacher.