

Relationships and Sex Education (RSE) Policy

NAME OF POLICY: RSE		FEDERATION KSSS ONLY BPRU ONLY		POLICY NUMBER:	
EFFECTIVE DATE: RATIFIED BY MC Oct 2023			*REVIEW DATE BY SLT: April 2026 REVIEW DATE OF POLICY BY MC: June 2026		
AUTHOR OF POLICY: KER			PERSON(S) RESPONSIBLE FOR REVIEWING/UP DATING: KER, SB & KJ		
DATE OF CHANGE	AUTHOR OF CHANGE	DESCRIPTION OF CHANGES	PAGE NUMBER OF CHANGES	NEW REVIEW DATE*	
20.9.23	KER	New policy			



This policy provides guidance on the delivery of Relationships and Sex Education and should be read alongside the school's PSHE, SMSC etc policies of practice. It has been written in consultation with the following guidance:

- Children and Social Work Act 2017
- Relationships education, relationships and sex education (RSE) and health education 2019
- Survey's of Parents/Carers from across the Federation of Burton Pupil Referral Unit (BPRU) & Kettlebrook Short Stay School (KSSS).

Introduction

Across the Federation of PRUs, we believe that Relationships and Sex education (RSE) is a hugely important aspect of PSHE (Personal, Social and Health Education) and life skills. RSE is lifelong learning about physical, sexual, moral and emotional development and positive relationships. It is about the understanding and importance of stable and loving relationships, respect, love and care for family life in all its intricacies. It involves acquiring information, developing skills and forming positive beliefs, values, and attitudes.

BPRU & KSSS holds the view that young people learn about relationships and sex from a very young age. Some of the things they learn are misunderstood, incorrect, confusing and frightening; therefore, we talk to our students/young people to help them to make sense of it all – formally through PSHE & Science lessons, but also informally when the opportunity arises – this could be in a meeting, in the corridor, when they are ready to talk.

The aim of this policy is 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 etc,
- Help students develop feelings of self-respect, confidence and empathy towards others,
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies,
- Demonstrate that relationships, respect, tolerance, love are all pivotal to a positive relationship with another person – all these values are very much part of the school's ethos and culture of Trust, Care, Honesty & Respect.

Statutory Requirements

As a maintained Pupil Referral Unit, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

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 must also have regard to our 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

Across the Federation, we teach RSE as set out in this policy.

Policy Development & Time line

This policy has been developed in consultation with staff, pupils and parents (every couple of years: 2021 & 2023). The consultation and policy development process involved the following steps:

1. Review – A small working group pulled together all relevant information including relevant national and local guidance. (PSHE staff and Head of School (HoS))
2. Staff Consultation - All school staff were given the opportunity to look at the policy and make recommendations. (July/Sept 2023 up date)
3. Parents/stakeholder consultation – Parents and any interested parties were read, and offered opportunities to meet and discuss the policy with the HoS. (July 2023 Review Day



Relationship%20and
%20Sex%20Education)

4. Pupil consultation – we gave pupils the opportunity to discuss what they want from RSE. (July & Sept 2023)
5. Ratification – once amendments were made, the policy was shared with Management Committee and ratified at Teaching & Learning Committee & Full MC Oct 2023.

Each HoS will discuss the delivery of RSE (amongst other things) in each student/family's Pre-Admissions meetings.

Definition - What is Relationships and Sex education (RSE)?

RSE is about emotional, social, 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.

Curriculum

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

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils 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.

For more information about what pupils should know in primary and secondary see Appendix 2 & 3.

NB. The students who attend our PRUs – will arrive at anytime and stay for different lengths of time.

Appendix 2&3 gives an overview of delivery BUT this will change depending on the students arrival, previous knowledge and understanding. Both schools aim to have the School Nurse and Condom Club into school termly to ensure that all students have quality access to NHS* support of RSE.

Delivery of RSE

RSE is taught within the Personal, Social and Health Education (PSHE) curriculum. Biological aspects of RSE are taught within the Science curriculum and general discussions at other times – that are student led. We include the primary and secondary requirements – as many of our students have missed a lot of formal school education time due to many different reasons.

Students* also receive stand-alone sex education sessions delivered by trained professionals such as the school nurse and SARAC.

The Primary Aspects include:

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The Secondary Aspects include:

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

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).

Due to working in a PRU – we will try to cover the following for all students – especially for those that are on a short stay:

- Different types of relationships, including friendships, family relationships and dealing with strangers.
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health etc.
- Healthy relationships and safety online.

- Develop the confidence in talking, listening and thinking about feelings and relationships.
- Can protect themselves and ask for help and support.

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 student's 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
- Carefully consider the level of differentiation needed and break out rooms for those that need them due to their SEND and trauma needs etc.

Use of resources

When planning, we **will** consider:

- 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, developmental stage and background of our 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

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 PRUs remain responsible for what is said to its student's. 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:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - 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 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

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

Roles and Responsibilities

Management Committee

The Management Committee will approve the RSE policy and hold the Executive Headteacher and Head of Schools to account for its implementation.

Head of School

The Head of School is responsible for ensuring RSE is taught consistently across the school, and for

managing requests to withdraw pupils from non-statutory/non-science components of RSE.

BPRU: Sarah Bamber

KSSS: Kerry Jefferson

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring Progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science 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 Headteacher.

Leader with overall responsibility for this area:

BPRU: Clarissa Norrington-Owen & Dee Shotton

KSSS: Sophie Norrington

Students

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

Parents' right to withdraw

Parents/Carers have the right to withdraw their children from the non-statutory/non-science 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 in Appendix 1 of this policy and addressed to the respective HoS.

A copy of withdrawal requests will be placed in the pupil's educational record. The HoS will discuss the request with parents and take appropriate action.

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

Training

Staff training is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside school such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring & Evaluation

The delivery of RSE is monitored through by HoS & SLT who report to the Management Committee.

Student's development in RSE is monitored by teachers as part of our internal assessment system.

This policy will be reviewed by HoS and lead staff – annually and involved parents/carers & current students every 2 years.

**THIS IS DISCUSSED WITH P/C BY HoS AT PRE-ADMISSIONS MEETING
WITHDRAWAL FROM SEX EDUCATION FORM**

TO BE COMPLETED BY PARENTS

Name of child:		Date of Birth	
----------------	--	---------------	--

Name of parent:	
-----------------	--

Please outline your reasons for wishing to withdraw your child from the sex education part of Relationships and Sex Education. This will form the basis of a discussion around this with a member of the Senior Leadership Team at school.

--

Parent Signature:		Date:	
-------------------	--	-------	--

Agreed actions from discussions with parents	
--	--

TOPIC	BY THE END OF SECONDARY PUPILS SHOULD KNOW (This is building on and in addition to the prior learning from primary around the topics outlined above)
Families	<ul style="list-style-type: none"> • 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, including friendships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 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

THIS IS AN OVERVIEW – THAT MIGHT CHANGE ACCORDING TO THE STUDENTS PLAN

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Living in the wider world	Summer 2 Living in the wider world
Year 8	Safety Personal safety in and outside school, including coping with stress, diet and exercise	Diversity Diversity, prejudice, racial discrimination, disabilities and bullying	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries. Exploring family life. LGBTQ+	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Developing skills Online safety, digital literacy, media reliability, and gambling hooks	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 9	Emotional wellbeing Self-esteem, stress and managing peer influence. First aid and personal safety, road safety.	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies. Managing change and loss	Digital literacy Online safety, digital literacy, media reliability and gambling hooks. Rights and responsibility in the community	Community and Careers Equality of opportunity in careers and life choices, and different types and patterns of work.
Year 10&11	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Respectful relationships Families and parenting, healthy relationships, tackling domestic abuse, conflict resolution, and relationship changes	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Healthy lifestyle Assessing the risks of drug and alcohol abuse and addiction. Managing peer pressure.	Positive boundaries Sexual bullying, gender stereotypes. Media portrayal of genders. Rape, sexual assault, the law. Cyberbullying, staying safe online.	Wellbeing Stalking, sexual harassment. Menstruation and puberty. Skin cancer, immunisation and organ donation.