

Relationships and Sex Education Policy

Aims

Bodmin College is committed to supporting students' spiritual, moral, social and cultural development and ensuring that students become:

- Successful learners who enjoy learning, make good progress, and achieve excellence
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who can make a positive contribution to society.

Relationships and Sex Education (RSE) is an integral part of student development. At Bodmin College our Relationships and Sex Education (RSE) aims are to:

- Provide a framework in which sensitive discussions can take place
- Ensure students understand the importance of equality and respect
- Prepare students for puberty including menstruation, 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
- Ensure students understand the arguments of delaying sexual activity
- Have sufficient information to protect themselves and their partners against sexually transmitted infections, including HIV
- Take responsibility for their actions and understand what is right and wrong in law
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- Ensure students are aware of sources of help and acquire the skills and confidence to access confidential health advice and support

Statutory Requirements

As a secondary academy school it is our statutory duty to provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are 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](#), section 80A of the Education Act 2002 and in line with the guidance outlined in the Equality Act 2010: Advice for schools.

Policy Development

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

- i. Working party review to reflect and consult all relevant information including relevant national and local guidance
- ii. Staff consultation to gather further feedback, expertise and recommendations.
- iii. Parent/stakeholder consultation with representatives invited to share opinions and views about the policy
- iv. Student consultation to investigate exactly what students needs and requirements are in relation to RSE
- v. Subsequent amendments following the consultation process and ratification by Trustees/trustees

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.

Curriculum

Our curriculum is set out within the curriculum area of the website with a summary shown in Appendix 1. However, in order to best meet the changing context and needs of our students, we remain flexible with our provision and will adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. A programme of continued professional development for staff ensures that teachers

are well equipped to respond to student questions outside the scope of this policy and provide students with appropriate information to keep them fully informed without the need to seek answers online.

Delivery of RSE

Bodmin College strives to make RSE an integral part of students' experience, delivering RSE in a variety of ways that are mapped across the curriculum as well as delivered through dedicated specialist curriculum time. The fundamental elements of the RSE curriculum are 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 education (RE) and information technology (IT). Further consolidation of the RSE curriculum is mapped across the wider subject curriculum. This is further supported by sequenced assembly planning and tutorial delivery for each year group as well as drop down days to support particular needs and support.

The secondary RSE curriculum 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

Further information is included within Appendix 1.

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).

RSE provision considers the needs of all our students: delivering sessions to all Key Stages; 3, 4 and 5 and ensuring appropriate support or additional provision for students with SEND who may find some of the content of the RSE sessions challenging.

Roles and responsibilities

i) The governing board

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

ii) The headteacher

The headteacher may delegate the management of requests to withdraw students from non-statutory/non-science components of RSE (see section 8) but holds overall responsibility for managing such requests and ensuring that RSE is taught consistently across the school.

iii) Staff

The Head of PSHE/RSE is responsible for the strategic planning, leadership and monitoring of the RSE curriculum and is supported in doing so by the SLT line manager and members of the curriculum delivery team.

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 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.

All staff at Bodmin College are required to familiarise themselves with this policy, implement it and comply with it at all times.

iv) Students

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 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 found in Appendix 2 of this policy and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. Parents/carers will be invited to discuss their request with the headteacher or a delegated member of the leadership team and appropriate measures taken. Where students are withdrawn from sex education, alternative work will be provided.

Training

Staff are provided with a copy of this policy on their induction and are trained on the delivery of RSE as part of the College's programme of continued professional development.

External agencies such as school nurses or sexual health professionals, may also provide additional support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE/RSE through:

- College Monitoring discussions and documentations
- Review Walks
- Lesson Observations
- Student and Parent/Carer Voice/Feedback
- Staff Voice/Feedback

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

This policy will be reviewed annually by the Senior Leader for PSHE/RSE in conjunction with the Senior Leadership Team and the Principal. At every review, the policy will be approved by the Board of Trustees

Confidentiality

Staff are aware that they cannot completely offer confidentiality and are required to report any safeguarding concerns to the designated safeguarding lead or deputy. In cases where teachers/staff learns from an under 16-year-old that they are having or contemplating sexual intercourse, the teacher/staff will:

- Encourage the pupil to talk to their parent/carer;
- Contact the health centre for advice on contraception and access to other services.

Links with other policies

This policy should be read in conjunction with the following Bodmin College policies:

- Safeguarding policy;
- Anti-bullying policy;
- Combatting peer-on-peer abuse policy;
- Curriculum statement;

- Teaching and learning policy;
- Equalities policy
- Special Educational Needs policy
- Race Equality policy
- Drugs policy
- Any other relevant policies

Appendix 1: By the end of secondary school students should know:

TOPIC	STUDENTS SHOULD KNOW
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

TOPIC	STUDENTS SHOULD KNOW
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 • 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)

TOPIC	STUDENTS SHOULD KNOW
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 w • here to access confidential sexual and reproductive health advice and treatment

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Tutor	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Student X will be taking part in all relationships lessons and during the sex education lessons, he/she will be working independently on Satchel:One on work agreed by with home and school.