



Baldon School

Relationships & Sex Education Policy

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Date of next review	Oct 2023	Author	L Pippin
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Correct at date of publish: Please see the government website for further details

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Please note:

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Background Information

Under the Education Act (1993) and the Education Reform Act (1998) all Schools are required to maintain a statement of policy regarding Relationships & Sex Education (RSE) and make it available to parents on request. This policy is compliant with the new PSHE/ RSE & Health Education guidance issued under the Children & Social Work Act (2017).

Dissemination

This policy will be shared with all staff and will be available from the schools office, on the school's VLE – (Sharepoint) and will be available on the school website.

Definition

Relationships and sex education is the term used to describe the whole school approach to educating students about healthy relationships and sexual health. Relationships and sex education provides young people with the skills, knowledge and attitude to live in the wider world and keep themselves safe.

Policy Statement/ Vision

At Boldon School we believe that RSE promotes the following values

- Respect for self and others
- Taking responsibility for themselves and others in relationships
- Understanding of own sexuality and of others
- Understanding of what constitutes a healthy or unhealthy relationship
- Development of the skills, knowledge and attitude to keep themselves safe in relationships

Boldon School believes that RSE should be inclusive to all students regardless of sexuality, gender identity, disability status, ethnicity or religion.

Aims

At Boldon School we aim to support young people in coping with adolescence and early relationships and prepare them for adult life. We hope that through good quality Relationships and Sex education we can encourage young people to:

- Understand and enjoy their sexuality safely
- Behave responsibly with their personal and sexual relationships
- Understand the link between relationships and emotional wellbeing
- Have enough information and skills to protect themselves and others from unwanted pregnancy and infections and have the ability to access services and advice.
- Understand their legal rights and responsibilities in relation to relationships and sex.
- To ensure they can keep themselves and others safe from abuse and exploitation both face to face and online
- Understand what sexual bullying is, how to identify this, and how to report this.
- To understand issues relating to a range of sexual and gender identities

Relation to School Aims

Good quality RSE supports the whole student and supports the holistic pastoral offer at Boldon School. Happy and healthy students are more likely to reach their full potential.

Rationale

The evidence of the impact of this learning is significant. An international Cochrane Study suggests that when students receive lessons on sex and relationships, disclosures about abuse and exploitation increase significantly. Recent surveys involving 15,000 British adults suggest that those who cite school lessons as their main source of sex and relationships education were less likely to have had first intercourse before age 16 and say that both partners were consenting. A series of international studies show that school lessons reduce unplanned pregnancy rates.

Teaching and Learning Style

Boldon School believes that RSE needs to be taught in a different style to other subjects. Good quality RSE is taught using open teaching techniques giving student the opportunities to use key language and terminology, to reach their own informed conclusions, to ask questions and discuss key subjects. Open teaching techniques also ensures that the topic area fits the needs of the students rather than being prescriptive.

Boldon believes that good quality RSE needs to be taught in the correct environment. Ground rules are coproduced with students to make sure that a safe and effective learning environment is created.

Students will be encouraged to use the language they feel comfortable with. School staff may challenge inappropriate or offensive language but will always explain why words or terms should not be used. Where possible students will be given the opportunity to ask questions and school staff will provide balanced and honest answers to these questions

Organisation

RSE is delivered in PSHE. There is a comprehensive assembly programme which follows a set of key theme areas around PSHE topics delivered in year groups. PSHE sessions are delivered during 2x30 min per week and one fortnightly hour in blocked of themed lessons. The school follows a spiral curriculum where the topics grow alongside the students adding to their knowledge in an age appropriate way.

The content and topics are informed by student need. The key issues for our cohorts of students Our programme is designed using open teaching techniques in order to suit the needs of a range of students and staff and students are supported to be flexible in order to encourage dynamic learning for example in the case of current events or student enquiry.

Outside visitors will be used to enhance the curriculum and will be used as part of a holistic and embedded curriculum. Outside visitors will be quality assured and any visitors will be expected to deliver their content in a way the Boldon School ethos.

Relationships to Other Curriculum Areas

RSE/ PSHE topics are embedded across the curriculum. Where this takes place is it expected that the principles and ethos of this policy would be expected to be followed.

Assessment; Recording and Reporting

At Boldon School we acknowledge that PSHE is difficult to assess because achievement in PSHE includes knowledge skills and attitudes. PSHE is both formatively and summatively assessed and monitored through written work and classroom discussions. RSE/ PSHE is discussed in reports and during parent's evenings.

Monitoring and Evaluation

RSE/ PSHE is subject to a termly work trawl to ensure quality. A staff skills audit is regularly undertaken to ensure that staff have the most up to date knowledge and skills to deliver a dynamic and ever changing curriculum. Participation work has been done with students and staff using an external colleague from the local authorities Public Health team to review and improve our PSHE offer.

1. RSE programmes of study

That there are different types of committed, stable relationships.

1.1. By the end of secondary school, students will know:

That there are different types of committed, stable relationships.

Year 7 - Term 1, 5

Year 8 - Term 1, Term 3, Term 6.

Year 9 - Term 5

Year 10 - Term 1, Term 6

How these relationships might contribute to human happiness and their importance for bringing up children.

Year 7 - Term 1, 5

Year 8 - Term 1, Term 3, Term 6.

Year 9 - Term 5

Year 10 - Term 1, Term 6

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.

Year 8 - Term 1

Year 9 - Term 5

Year 10 - Term 1

Why marriage is an important relationship choice for many couples and why it must be freely entered into.

Year 8 - Term 1

Year 10 - Term 1

The characteristics and legal status of other types of long-term relationships.

Year 9 - Term 5

The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Year 10/ 11. Taught in child care, Health & Social - Term 6

1.2. Students will also know how to:

Determine whether other children, adults or sources of information are trustworthy.

Year 7 - Term 2

Year 8 - Term 5

Year 10 - Term 5,

Year 11- CSE -Term 3

Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.

Year 7 - Term 1, 5

Year 8 - Term 1, Term 3, Term 6.

Year 9 - Term 5

Year 10 - Term 1, Term 6

How to seek help or advice if needed, including reporting concerns about others.

Year 8 - Term 5

Year 10 - Term 5

Year 11 - Term 3

Respectful relationships, including friendships

1.3. By the end of secondary school, students will 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 relationships.

Year 7 - Term 1, 5

Year 8 - Term 1, Term 3, Term 6.

Year 9 - Term 5

Year 10 - Term 1, Term 6

Practical steps they can take in a range of different contexts to improve or support respectful relationships.

Year 7 - Term 1, 5

Year 8 - Term 1, Term 3, Term 6.

Year 9 - Term 5

Year 10 - Term 1, Term 6. Taught with the learning mentor and assemblies on respect. Whole school.

How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.

Year 7-11 - Term 4. LGBT

That in school and 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.

Year 7-11 Term 2 respect and tolerance.

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.

Year 7 - Term 2, 5,

Year 8,9 - Term 5

Year 11 - Term 2. Assemblies 7-11. Outside speaker.

The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control. CSE/ anti-social behaviour.

Year 10 - Term 5,

Year 7, 8, 11 - Term 3 - Year 7 Term 1, 5

Year 8 - Term 1, Term 3, Term 6.

Year 9 - Term 5

Year 10 - Term 1, Term 6

What constitutes sexual harassment and violence and why these are always unacceptable?

Year 7 - Term 1, 5

Year 8 - Term 1, Term 3, Term 6.

Year 9 - Term 5

Year 10 - Term 1, Term 6

Primary lesson on sex harassment in Year 10 - Term 4.

The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

Year 7-11 - Term 4. LGBT, in 9, 10, 11, specifically about Equality Act.

Online and media

1.4. By the end of secondary school, students will know:

Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.

Year 7 - Term 2, 5

Year 8 - Term 5

Year 9 - Term 2, 5

Year 10 - Term 5

Year 11 - Term 2 – Body image mental health.

About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Year 7 - Term 2, 5

Year 8 - Term 5,

Year 9 - Term 2, 5

Year 10 - Term 5

Year 11 - Term 2 – Body image, mental health. Assembly on.

Not to provide material to others that they would not want shared further and not to share personal material which they receive.

Year 7 - Term 2, 5

Year 8 - Term 5,

Year 9 - Term 2 & 5.

Year 10 - Term 5

Year 11 - Term 2 – Body image, mental health. Assembly on.

What to do and where to get support to report material or manage issues online.

Year 7 - Term 2, 5

Year 8 - Term 5
 Year 9 - Term 2, 5
 Year 10 - Term 5
 Year 11 - Term 2 – Body image mental health. Assembly on.

The impact of viewing harmful content.

Year 8 to 10 - Term 5 covered in CSE.

Year 11 - Term 3

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.

Years 9, 10, 11 - Assembly/ external speaker.

That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.

Years 9, 10, 11 - assembly/ external speaker. Covered in CSE.

Year 8 to 10 - Term 5 CSE.

Year 11 - Term 3

How information and data is generated, collected, shared and used online.

Year 7, 8, 9, 10, 11 - Assembly

Being safe

1.5. By the end of secondary school, students will 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.

Taught partially in RE.

Year 9, 10, 11. CSE.

Year 8, 10 - Term 5 CSE.

Year 11 - Term 3 Assembly

Year 11 - Term 2 Body Image

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

Year 8 - 11, watching video & lesson on consent.

Intimate and sexual relationships, including sexual health

1.6. By the end of secondary school, students will 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.

Year 9, 10, 11 - Year 7/8 will look at healthy relationships. Not including sex.

Year 7 - Term 1, 5

Year 8 - Term 1, Term 3, Term 6.

Year 9 - Term 5

Year 10 - Term 1, Term 6

That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

Year 9, 10, 11. School nurses come in 7-11 and does a workshop.

Year 10 & 11 in assemblies, check your bits.

Year 10 - Term 2

Year 11 - Term 1, sexual health.

Year 7 – Science Periods

STI's in Year 10/11

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.

Year 7, 8 - Science.

Year 9, 10, 11 - lifestyle

Year 9, 10, 11 - School nurses come in 7-11 and do a workshop

Year 10 & 11 in assemblies, check your bits.

Year 10 - Term 2.

Year 11 - Term 1, sexual health. Science periods,

Year 10/11 - Term 3/4 - Pregnancy, giving birth, STI's and fertility.

The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

Year 9 - Term 6

Year 10 - Term 2, 3

Year 11 - Term 1, 4

That they have a choice to delay sex or enjoy intimacy without sex.

Year 10 - Term 2, 3

Year 11 - Term 1, 4

Year 9 - Term 6

The facts about the full range of contraceptive choices, their effectiveness and options available. Year 10, 11 in science. Childcare & H&S as an option.

The facts around pregnancy including miscarriage.

In line with science policy

Year 10 - Term 3

Year 11 - Term 4

That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.

Year 10 - Term 3

Year 11 - Term 4. Also present in RE curriculum with ethics. Taught in carousel by teachers and speakers. Taught in childcare & H&S.

How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.

Year 10 & 11 in assemblies, check your bits.

Year 10 - Term 2

Year 11 - Term 1, sexual health. Science periods, year 7 pregnancy, giving birth, STI's and fertility. in

Year 10/11 - Term 3/4

About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

Year 10 - Term 2

Year 11 - Term 1, sexual health. Science periods, year 7 pregnancy, giving birth, STI's and fertility. In

Year 10/11 - Term 3/ 4. School nurses.

How the use of alcohol and drugs can lead to risky sexual behaviour.

Years 7-11 - Term 3.

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Year 9 - Term 6

Year 10 - Term 2

Year 11 - Term 1 school nurse and learning mentor.

Mental wellbeing

1.7. By the end of secondary school, students will know:

How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

Year 7/8 - Term 1, classroom charter

Year 7/10 - Term 6, Mental Health

Year 7/9 - Term 3

That happiness is linked to being connected to others.

Year 7 - Term 1, 5

Year 8 - Term 1, 6

Year 9 - Term 5,

Year 10 - Term 1,

Year 11 - Term 2, 5

Plus in 7 to 11 Citizenship

How to recognise the early signs of mental wellbeing concerns.

Year 7 to 10 - Term 6.

Year 11 - Term 2 emotions

Common types of mental ill health, e.g. anxiety and depression.

Year 7 to 10 - Term 6 - Mental Health

Year 11 - Self harm, assemblies. Learning Mentor, school nurse.

Year 10 - Managing stress and anxiety,

Year 11 - Term 2 - Emotions

How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

Year 7 to 10 - Term 6

Year 11 - Term 2

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Year 7 to 11 PE curriculum

Internet safety and harms

- 1.8. By the end of secondary school, students will know:

The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, and the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.

Year 7- 11 – Term 3 - Substances/addictions.

How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

Year 7 - Term 2, 5

Year 8 - Term 5

Year 9 - Term 2, 5

Year 10 - Term 5

Year 11 - Term 2

Physical health and fitness

- 1.9. By the end of secondary school, students will know:

The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

Year 7 to 10 - Term 6

Year 9 - Term 6,

Year 11 - Term 2. In PE curriculum, in assemblies, school nurse.

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.

Year 7 to 11 - PE curriculum.

Year 10 - In Science topic, BMI, health & Disease

About the science relating to blood, organ and stem cell donation.

In line with science. Year 11 concentrating on HIV.

Healthy eating

- 1.10. By the end of secondary school, students will know:

How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Year 7 to 10 - Term 3.

Year 11 in assemblies and encouraging health lifestyle in exam stress.

Drugs, alcohol and tobacco

- 1.11. By the end of secondary school, students will know:

The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.

Year 7 to 11 - Term 3

The law relating to the supply and possession of illegal substances.

Year 7 to 11 - Term 3. Assembly.

The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

Year 7 to 11 - Addictions & Assemblies.

The physical and psychological consequences of addiction, including alcohol dependency.

Year 7 to 11 - Addictions & Assemblies

Awareness of the dangers of drugs which are prescribed but still present serious health risks.

To be covered in Year 10/ 11 depending on availability of assembly/ guest speaker

Covered in Year 10 within the addiction and smoking section.

The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

Anti-smoking day 7-11. School nurse.

Health and prevention

1.12. By the end of secondary school, students will know:

About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.

See science. Topic 5.

Year 7 - Term 5

Year 8 - Term 2

Year 9 - Term 5,

Year 10 - Term 3

Year 11 - Term 1,2

About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.

Year 7 to 11 dental hygiene assembly.

The benefits of regular self-examination and screening.

Year 10 - Term 2

Year 11 - Term 1

The facts and science relating to immunisation and vaccination.

In Biology, topic 5 Year 10

The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Year 7 to 10 - Term 3

Year 11 revision skills, dealing with emotions.

Basic first aid

1.13. By the end of secondary school, students will know:

Basic treatments for common injuries.

Year - 9-11 in BTEC sport. Lesson in 7-11. Term 6

Life-saving skills, including how to administer CPR.

Taught in PE from Year 8 – 11

The purpose of defibrillators and when one might be needed.

Year - 7-11 - Term 6

Changing adolescent body

1.14. By the end of secondary school, students will know:

Key facts about puberty, the changing adolescent body and menstrual wellbeing.

Year 7 - Science, Childcare & H&S as an option. School nurse on menstrual health

The main changes which take place in males and females, and the implications for emotional and physical health.

In science, puberty, anatomical changes. KS4, body image, school nurse and sexual health.

Boldon School – PSHE Topics 2020/2021

Term	1	2	3	4	5	6
7	Classroom Charter Growth Mindset / Resilience in learning. Finding your feet Friendships Positive relationships	British values Anti – Bullying On line safety/ Trustworthy sources Tolerance / Racism Animal rights Modern slavery Christmas celebration	AP Student Review New beginnings Citizenship Healthy Eating Mental Health Alcohol / Smoking/ Addiction Sleep relaxation	AP student review LGBTQ+ Finance Nutrition Apprenticeships Volunteering Model citizen	Animal rights Personal Hygiene Self - Harm Relationships Staying safe online Cyber bullying	Mental Health Revision techniques Homeless Poverty First Aid
8	AP student review Classroom Charter Growth Mindset / Resilience in learning Types of Relationships Learning styles Study skills	British values Fire safety Personal health / hygiene Rule of law Tolerance Animal Rights Christmas celebration	AP student review Setting goals Healthy Eating Healthy Lifestyles/ Sleep Friendships Alcohol/Tobacco Awareness & Addictions	AP student review LGBTQ+ Earning Money Budgeting Currencies and Foreign Exchange Money/Forms of payments	Social Media/Staying safe online Anti-bullying Child Sexual Exploitation Cyber bullying Diversity	Mental Health Homelessness/Poverty Drugs Awareness Anti-Social Behaviour Being an Active Citizen First Aid Friendship/Family Qualities
9	AP student review Classroom Charter Growth Mindset / Resilience in learning	British values Anti - bullying On line safety Tolerance racism Animal rights Modern slavery Christmas celebration	AP student review New beginnings Citizenship Healthy Eating Mental Health Alcohol / Smoking/ Addictions Sleep relaxation	AP student review LGBTQ+ Finance Nutrition Apprenticeships Volunteering Model citizen	Animal rights Personal Hygiene Self - Harm Relationships & The law Staying safe on line Cyber bullying	Mental Health Kindness / Happiness Coping with change Peer Pressure/ Consent Managing emotions Family break up - Support Managing stress and anxiety
10	AP student review Classroom Charter Growth Mindset / Resilience in learning Relationships Learning styles / study skills	British values Diversity Fire safety Rule of law Being homeless / poverty Sexual Health Christmas celebration	Healthy Lifestyles Drugs and Alcohol/ Addiction Awareness Personal Health and Hygiene Sleep Self – Harm Teenage Pregnancy	AP student review LGBTQ+ Aspirations World of Work Personal Skills and Qualities CV's and Personal Statement	Child Sexual Exploitation/ Harassment. Staying safe online Crime and Punishment Anti-Social Behaviour Animal Rights	Mental Health Homelessness/Poverty Being an Active Citizen Roles and Responsibilities of families/ parenting Managing stress/anxiety First Aid
11	AP student review Classroom Charter Growth Mindset / Resilience in learning Sexual Health/Checking Career profile / enterprise Economic understanding / finance.	AP student Review British values Anti – Bullying Body image / mental health Dealing with emotions Achieving T grade Christmas celebration	AP student review CFE CSE CV Career guidance Prison life Anti – social behaviour Addictions/ gambling	AP student review LGBTQ+ Teenage parents / Adoptions/ abortions/ miscarriages Revision skills / mock interviews Finance	Finance CVs catch up Mental Health First Aid	Links to SRE framework highlighted.