



Personal, Social & Health
Education & Relationship and
sex education policy

Date of Policy	September 2023
Date of Next Review	September 2024
Staff Responsible	Assistant Head DSL
School/Governor Policy	Governor (Community)

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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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To follow RSE Statutory requirements

At Barnwood Park School, our intention is to build a PSHE curriculum which develops learning and results in the acquisition of both knowledge and skills. We want to enable children to access the wider curriculum and to prepare them for the next stages of their education, for future jobs and careers. Furthermore, we want to help them recognise their roles in the community and as global citizens both now and in the future.

The curriculum will demonstrate appropriate subject knowledge, skills and understanding to fulfil the duties of the Religious Education (RE), Relationship and Sex Education (RSE) and Health Education (HE) whereby schools must provide a 'balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.

PSHE is taught throughout the school in such a way as to reflect the overall visions and values of the school. These include: creating and developing a strong community, both locally and globally, in which everyone feels valued, safe and able to achieve their full potential; presenting and exploring possibilities to inspire growth and aspiration; ensuring children show pride in all they do and grow to become risk takers, mistake makers, independence seekers and committed lifelong learners.

We want our pupils to not only tolerate those of different backgrounds inline with The Rule of British Law & Values, but to celebrate them inline with our whole school values and ethos.

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under the Statutory requirements September 2020.

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

At Barnwood Park, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and pupils. We intend to invite parents to consult with us in the next review cycle. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – Pupils were given a questionnaire to complete to determine what was important to them. The feedback was used to determine the content of the lessons within the RSE Statutory Requirements.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

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 or preference.

5. Curriculum

Our RSE 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, and taking into account the age, developmental stage, 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.

6. Delivery of RSE

- RSE-related topics within our curriculum are published on our website. These topics are taught in PSHE lessons by two experienced PSHE teachers.
- The needs of all pupils, including those with special educational needs are considered and there may be small groups run for difficult topics through The Learning Centre using resources such as social stories or concept cartoons. The needs of SEN children will be looked at individually depending on the area of difficulty. Assessment will be against a series of developmental statements and if children are struggling to understand or access the curriculum, further support or interventions will be run to ensure full understanding of the different topics.
- For information about when we teach sex education, see Appendix 1 and / or the Curriculum Map on the School website. Please note that depending on how terms fall, this may not be exact and therefore, check with the PSHE Teacher for more accurate information.

RSE is 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).

Information about any sex education provided that's in addition to what's covered in the science curriculum, see Appendix 1.

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

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

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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 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
- Give careful consideration to the level of differentiation needed

6.2 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, 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 Gloucestershire Healthy Living and Learning resources which are created for teachers by teachers

7. 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 school remains responsible for what is said to pupils. 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

8. Roles and responsibilities

8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Community Governors.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9). In our PSHE lessons we only teach Statutory elements, so it is not possible to withdraw from PSHE lessons. However, there may be times when a child has experienced trauma in areas relating to the topic being covered and alternative arrangements may be made.

8.3 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 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.

Those responsible for teaching RSE in our school are: Jayne Biles and Bryan Gardner

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory 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. Under the new statutory requirements parents are not allowed to withdraw their child from any element of relationship education. 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 withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

If the headteacher has concerns about a child not receiving sex education based on concerns identified in school, a referral may be made to our Designated Safeguarding Leads who will contact parents to meet and explain our concerns. Should it be deemed a risk for the child not to receive the education, a referral may be made to our local safeguarding partners for support in establishing the level of risk.

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

10. Training

Staff are trained on the delivery of RSE through Gloucestershire Healthy Living and Learning courses. All staff have regular training relating to RSE as part of our continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of RSE is monitored by Nicola Young, Assistant Headteacher and Designated Safeguarding Lead through:

- Line Management of PSHE
- Planning and book scrutinies
- Learning walks
- Pupil surveys
- Deep Dive into the subject to triangulate the PSHE Curriculum intent document on the website
- Monitoring of concerns raised by teachers in the school and the relevance of the curriculum based on these concerns
- Student evaluations which are always logged and recorded on the GHLL website

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

This policy will be reviewed by Nicola Young and Jane Biles annually. At every review, the policy will be approved by the Community Governors.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
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Year 7	1	<p>Conflict and Bullying</p> <ul style="list-style-type: none"> • Things that cause conflict between me and my friends • What I do when my friend makes me upset • The difference between conflict and bullying • Protected Characteristics and hate crimes <p>Online Bullying and online Safety</p> <ul style="list-style-type: none"> • Privacy settings • Where and how to report abuse • How to act responsibly, critically, respectfully and safely online • The permanence of the digital world 	<p>GHLL – Pink Curriculum KCSiE</p> <p>CEOP Resources Ask Frank True Vision</p>
	2	<p>Stereotypes</p> <ul style="list-style-type: none"> • Stereotypes in society • How stereotypes can be harmful in society and to individuals <p>Consent</p> <ul style="list-style-type: none"> • Understanding consent and the law • How to be sure about consent 	
	3	<p>Language to understand Sexuality</p> <ul style="list-style-type: none"> • The terminology used in society • Misconceptions about sexuality and gender • Protected Characteristics and hate crimes • The rule of British Law 	
	4	<p>Drugs</p> <ul style="list-style-type: none"> • Illegal and Legal Drugs • The effects of drugs on the body • What leads people to take drugs 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	5	<p>Relationship Abuse including Female Genital Mutilation</p> <ul style="list-style-type: none"> • The law around FGM • The medical risks associated with this practice • How to report concerns 	
	6	<p>5 Ways to Wellbeing</p> <ul style="list-style-type: none"> • How to stay emotionally and physically well • Support available in school and how to self-refer • Support available for all aspects of mental ill health 	

Year 8	1	<p>Relationships</p> <ul style="list-style-type: none"> • Aspects of relationships that are either healthy or unhealthy • Different types of relationship and friendship • Where to access support if relationships are unhealthy 	<p>GHLL Pink Curriculum Police Hollie Gazzard Trust External Production called "Chelsea's Story". School Nurse Team Young Minds Matter Psychoeducation sessions for stress management Panskepp's model of mental ill health</p>
	2	<p>Child Sexual Exploitation</p> <ul style="list-style-type: none"> • What exploitation is and the law • Where to access support 	
	3	<p>Emotional Health</p> <ul style="list-style-type: none"> • Emotional and mental health • What leads to poor mental health • Strategies to promote good mental and physical health and wellbeing 	
	4	<p>Managing Risks</p> <ul style="list-style-type: none"> • The developing teenage brain and what leads to increased risk taking behaviour • What risks young people take using case studies eg. Rachel's story about how the use of illegal drugs impact on actions and outcomes, the ripple effect 	
	5	<p>Peer Pressure</p> <ul style="list-style-type: none"> • Understanding peer pressure and coercive behaviour • The effects on others of peer pressure and how to access support 	
	6	<p>Self-Image</p> <ul style="list-style-type: none"> • How Social Media and Artificial Intelligence and software can impact on negative self-image and mental health • Core values and self-concept 	
			<p>Rachel's Story</p> <p>The Dove Self-esteem project NSPCC CEOP</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Year 9	1	Sexual Health, Contraception and Sexually Transmitted Disease's <ul style="list-style-type: none"> • The importance of sexual health • Preventing unwanted pregnancy • Types of sexually transmitted diseases and how to prevent them 	STREET GDASS The Hacket Continuum of Sexualised Behaviour Cup of Tea
	2	Relationships <ul style="list-style-type: none"> • Coercive Control • Relationship Abuse Education • Different types of abuse including emotional, physical, financial 	
	3	Consent <ul style="list-style-type: none"> • Sexual consent and the law • Understanding fully informed consent and how to ensure this is there 	
	4	Sexuality and Different Types of Relationships <ul style="list-style-type: none"> • The Rule of British Law and Protected Characteristics • Tolerance and acceptance in society • Hate crime 	
	5	Options and Careers <ul style="list-style-type: none"> • Post 16 Pathways • Money management and financial planning • Bursaries and funding 	
	6	Online Safety – County Lines, Child Sexual Exploitation and Semi-nude / Nude Images <ul style="list-style-type: none"> • Grooming and imbalanced relationships • The way young people are exploited • Push and Pull factors for exploitation 	

<p>Year 10</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>• 6</p>	<p>Domestic Abuse, Honour Based Abuse and Forced Marriage</p> <ul style="list-style-type: none"> • Understanding Domestic Abuse and Violence • Understanding Honour based abuse and forced marriage and why this happens • Characteristics of unhealthy relationships <p>Sexual orientation and the LGBT+ community</p> <ul style="list-style-type: none"> • Understanding of different people in the world including gender and sexuality • The law and protected characteristics • Procedures around the World and the Rule of British Law <p>FGM</p> <ul style="list-style-type: none"> • Deepening understanding of why this happens in different communities • Court cases linked to procedures considered to be violence towards women and girls <p>Upskirting</p> <ul style="list-style-type: none"> • What it is and how it happens • The story of Gina Martin who was instrumental in changing the law • The effects on people emotionally and physically <p>Adult Content / Revenge Porn</p> <ul style="list-style-type: none"> • Child sexual exploitation and the laws regarding adult content • Unhealthy relationships and expectations due to how we are influenced online by what we see • The law <p>Sexual Harassment and Bullying</p> <ul style="list-style-type: none"> • Sexualised language and Harassment 	<p>Calling it Out Drama Production GCC</p>
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"><li data-bbox="757 300 1048 331">• Misogyny / Misandry<li data-bbox="757 339 1285 371">• Online influencers and the risk they pose	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	1	<p>Unplanned Pregnancy</p> <ul style="list-style-type: none"> • The impact of being young parents • Financial costs of raising children • How to prevent unwanted pregnancy • Where to access support 	School Nurse Team
	2	<p>Mental Health</p> <ul style="list-style-type: none"> • Psychoeducation – managing exam stress and healthy revision strategies and techniques • Post 16 pathways planning • Staying healthy into adulthood 	
	3	<p>Consent</p> <ul style="list-style-type: none"> • Criminal implications when consent is not clear • The Law • Ways to consent, verbal and non-verbal signs that indicate whether consent is informed and clear • When someone is not able to consent 	
	4	<p>Relationships</p> <ul style="list-style-type: none"> • The risks of ending abusive relationships and how to access support • How to support others • Healthy relationships and traits of unhealthy relationships 	
	5	<p>Contraception</p> <ul style="list-style-type: none"> • Methods of contraception • The meaning and importance of contraception 	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS 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	PUPILS 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	PUPILS 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 where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
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	