

Relationships & Sex Education Policy (RSE)

Brigshaw High School

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.



The Brigshaw Learning Partnership is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, Registered Company Number 10301662, whose registered office is at The Brigshaw Learning Partnership, Brigshaw High School, Allerton Bywater, Castleford WF10 2HR

Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**



Document Controls

Policy Document:	Relationships & Sex Education Policy (RSE): Brigshaw High School
Legislation/Category: Academy Schools	Legally required
Lead Staff Member:	Headteacher
Approved by:	CEO
Date Approved:	December 2023
Revision Date:	December 2025
Review Frequency:	Bi-annually

Version	Date	Author	Changes
1.0	Dec 23	Trust Central Services	BLP Format & content review
1.1	Feb 24	Trust Central Services	Additional information for clarification



Contents

Introduction	4
1. What is Relationship and Sex Education (RSE)?	4
2. There are Three Main Elements of RSE	4
Attitudes and Values	4
Personal and Social Skills	4
Knowledge and Understanding	5
3. Aims and Objectives	5
4. Principles	6
5. In consultation with parents, carers and the Local School Committee, RSE will be delivered by RSE is a partnership	6
6. Responding to Children's Diverse Learning Needs	7
7. Use of external organisations and materials	7
8. Roles and Responsibilities	8
The CEO	8
The Headteacher	8
Designated Safeguarding Lead	8
Staff	9
Parents/Carers	9
Pupils	9
9. Right of withdrawal	10
10. Training	10
11. National and Local Guidance	10
12. Managing Disclosure	11
13. Confidentiality	11
14. Equal Opportunities	11
15. Complaints	11
16. Links With Other Policies and Documents	12
Appendix 1: Parent form: Withdrawal from Sex Education Within RSE	13
To Be Completed by Parents/Carers	13
To Be Completed by the School	13
Appendix 2: By the End of Secondary School Pupils Should Know	14
Appendix 3: Government Parent/Carer Guidance	17



Introduction

1. What is Relationship and Sex Education (RSE)?

All schools are required to teach Relationships Education as part of the personal, social, health, economic (PSHE) curriculum as per section 34 of the [Children and Social work act 2017](#).

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).

A comprehensive programme of RSE provides accurate information about the body; reproduction; sex, and sexual health. It also gives children and young people essential skills for building positive, meaningful and non-exploitative relationships that are based on respect, care and empathy. We want children to be able to make responsible and well-informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe both on and offline.

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](#).

2. There are Three Main Elements of RSE

Attitudes and Values

- learn the importance of values and individual conscience and moral considerations
- learn the value of family life, marriage, and stable and loving relationships for the nurture of children
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision-making

Personal and Social Skills

- develop the ability to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- develop the ability to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse



Knowledge and Understanding

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

Additional Aims

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age-appropriate manner
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning, they need to stay safe, healthy and understand their rights as individuals

3. Aims and Objectives

Our RSE and health education programme provides a framework in which sensitive discussions can take place to help pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

Effective RSE does not encourage early sexual experimentation or sexual orientation. It should teach young people to understand human sexuality and to respect themselves and others and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE contributes to the foundation of PSHE and Citizenship by ensuring that all pupils:

- develop confidence in talking, listening and thinking about their feelings and relationships
- are supported through their physical, emotional and moral development
- are helped to deal with difficult moral and social questions
- respect themselves and others and move with confidence from adolescence to adulthood
- understand that good physical health contributes to good mental wellbeing, and vice versa
- learn to manage emotions and relationships of all kinds, not just intimate relationships, confidently and sensitively with self-respect and empathy



- learn how to avoid and not initiate exploitation and abuse e.g. bullying
- learn to make choices and have an awareness of consequences based on an appreciation of difference and absence of prejudice
- learn how to participate in positive relationships in a considerate and sensitive way, valuing respect and care for self and others
- learn how to cope with loss at the end of relationships
- explore individual and moral issues and develop decision making skills based upon critical thinking
- develop safe, healthy, informed and tolerant attitudes towards sex and relationships, understanding the importance of safe, secure and stable relationships as key building blocks of community and society
- develop positive values and a moral framework that will guide pupils' decisions, judgments and behaviour
- can protect themselves and ask for help and support; and
- cultivate and practice resilience and other character traits in the individual. These should include traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice
- understand key aspects of the law relating to sex to include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy

4. Principles

- RSE is a partnership between home and school
- is relevant to pupils at each stage in their development and maturity
- effective RSE is essential if young people are to make responsible and well-informed decisions

5. In consultation with parents, carers and the Local School Committee, RSE will be delivered by RSE is a partnership

- The planned RSE modules across all phases
- National Curriculum science
- RE curriculum
- PSHE



6. Responding to Children's Diverse Learning Needs

There is a great need for sensitivity in the approach to relationship and sex education. This will include sensitivity to:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of young people
- homophobic bullying and behaviour

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect. There will be an equality of opportunity for boys and girls and teachers will ensure that there is no stigmatisation of pupils based on home circumstances.

7. Use of external organisations and materials

Brigshaw High School 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 students. 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.

Brigshaw High School **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 student's' developmental stage
 - Comply with:
 - o This policy
 - o The [Teachers' Standards](#)
 - o The [Equality Act 2010](#)
 - o The [Human Rights Act 1998](#)
 - o 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

Our school **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

The CEO

The CEO will review and approve the RSE policy.

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/non-science] components of RSE.

Designated Safeguarding Lead

The delivery of RSE is monitored by the Designated Safeguarding Lead through activities such as planning scrutinies, learning walks and pupil voice.



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, providing high quality teaching that is differentiated and personalised to ensure accessibility
- It is the role of the teacher to ensure that children with learning difficulties and special needs are properly included and their developmental needs met.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Pupils' development in RSE is monitored by class teachers and form tutors as part of our internal assessment systems

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.

Parents/Carers

The school believes that the primary role in children's RSE lies with the parents and carers. We wish to build a positive and supporting relationship with the parents of the children at our school through mutual understanding, trust and co-operation. **In promoting this objective, we:**

- consult with parents and other stakeholders about the new RSE policy
- inform parents/carers about the school's practice and the resources used in its teaching;
- answer any questions that parents/carers may have about the RSE of their child;
- take seriously any issues that parents/carers raise with teachers or the LSC about this policy or the arrangements for RSE within the school;
- inform parents/carers about the best practice known with regard to RSE so that the teaching in school supports the key messages that parents/carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities

Pupils

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



9. Right of withdrawal

The National Curriculum Science and the new Health Education guidance set out by the DfE are compulsory and pupils cannot be withdrawn from this teaching. For other elements of the sex education provided at the school, parents or carers have a legal right to withdraw their children 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 1 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.

The DfES will provide, on request, an information leaflet to parents who do withdraw their children.

However, parents who do withdraw their children should be alerted to possible consequences such as:

- The child will hear what other children have seen and only hear their version
- The child may feel stigmatised and left out
- The child may use the internet to research the questions themselves
- The child may ask friends, potentially gaining incorrect information

Our arrangements for pupils withdrawn from RSE are:

- Working in another classroom. The school have a responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal

10. Training

Staff are trained on the delivery of RSE as part of their induction and as part of their ongoing continuing professional development. Where appropriate, visitors from outside the school, such as health professionals will be invited in to provide support and training to staff teaching RSE.

11. National and Local Guidance

The following documents are sources of reference:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfES](#)
- [Education Act 1996](#)
- [Equality Act \(2010\)](#)
- [DfE: Relationships Education, Relationships and Sex Education and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers](#)
- [Keeping children safe in education](#) – statutory safeguarding guidance
- [Public Sector Equality Duty](#)
- [SEND code of practice](#)
- [National curriculum in England: framework for key stages 1 to 4](#)
- [National Curriculum in England: Science programmes of study key stages 1 - 4](#)



12. Managing Disclosure

Teachers are aware of their responsibility to minimise the chance of pupils making disclosures in the class by using ground rules, distancing techniques and other recognised methods.

Distancing techniques may avoid embarrassment and protect pupils' privacy. Depersonalising discussion, appropriate videos and TV extracts, case studies with invented characters can all help pupils discuss sensitive issues that develop their decision-making skills in a safe environment.

13. Confidentiality

[Please refer to Safeguarding and Child Protection Policy](#)

Teachers conduct RSE lessons in a sensitive manner and in confidence. It is the policy of the school to answer children's questions as they arise in an honest and caring manner, encouraging the use of correct physiological terms as appropriate to the age and needs of the individual child. If a question is deemed inappropriate for the age and understanding of the child, the child will be referred to their parents. However, if a child refers to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will follow the procedures in the school's Safeguarding and Child Protection policy. The designated person will deal with the matter in accordance with this policy.

14. Equal Opportunities

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review, we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the [Equality Act \(2010\)](#).

15. Complaints

An individual wishing to make a complaint about anything relating to this policy should refer to the [BLP Complaint Policy published](#) on our website.



16. Links With Other Policies and Documents

This SEND Policy is linked to the following policies and documents:

<https://www.brigshaw.com/statutory/policies>

- Special Educational Needs Disability Policy (SEND Policy)
- SEND information report
- The local offer
- Accessibility plan
- Public Sector Equality Duty: Equality information and objectives statement for publication
- Supporting pupils with medical needs policy
- Supporting Pupils with Medical Needs Who Cannot Attend School Policy
- First Aid
- Behaviour policy
- Attendance policy
- Safeguarding / child protection policy
- Risk Assessment Policy
- Health and Safety Policy
- Complaint's policy



Appendix 1: Parent form: Withdrawal from Sex Education Within RSE

To Be Completed by Parents/Carers

Name of child		Class	
Name of parent		Date	
<i>Reason for withdrawing from sex education within relationships and sex education</i>			

Any other information you would like the school to consider

**Parent
signature**

To Be Completed by the School

Agreed actions from discussion with parents



Appendix 2: By the End of Secondary School Pupils Should Know

Topic	Pupils Should Know
Families	• 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	• 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	• 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	• 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	• 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: Government Parent/Carer Guidance

Understanding Relationships, Sex and Health Education at your child's secondary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all secondary age children will be taught Relationships, Sex and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships and Sex Education

Relationships and Sex Education will build on the teaching at primary. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

Your child's school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

By the end of secondary school, pupils will have been taught content on:

- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of secondary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further details by searching '**relationships, sex and health education**' on GOV.UK.



The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships, Sex and Health Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some or all of the Sex Education lessons delivered at secondary, you can ask that they are withdrawn. Your child's head teacher will consider this request and discuss it with you, and will grant this in all but exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school should arrange for your child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

If your child's school is planning to teach these subjects from September 2019, your right to withdraw your child from Sex Education will be governed by the current legislation and so is absolute for the 2019/20 academic year – your child cannot opt in, and the head teacher will not overrule this request. This will remain the case until September 2020, when the new subjects will become compulsory and the new right to withdraw provisions will apply.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of these new subjects, the best thing to do is speak to your child's school.