

# Relationships and Sex Education POLICY

Bilbrook CE (VC) Middle School

**Bilbrook CE Middle School**

## **Relationships and Sex Education Policy**

*'Let your light shine'*

**Matthew 5:16**

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Reviewed by: Mr A Tilley

## **Defining Relationships and Sex Education**

Relationships and Sex Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Relationships and sex education is the right and responsibility of the parent. Bilbrook CE Middle provides relationships and sex education to support parents in fulfilling their responsibility and this policy has been written in consultation with parents/ carers, teachers and governors. If parents are concerned with what Bilbrook CE Middle provides in its basic curriculum with regard to relationships and sex education they have a right to withdraw their child/children from those aspects of relationships and sex education not covered by the National Curriculum Science Order. The delivery of RSE and Health education coincide with each other and are delivered within PSHE and Citizenship lessons.

## **The Aims of Relationships and Sex Education**

Based on the above definitions, the aims for relationship and sex education are:

- To prepare pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood;
- To enable pupils to better understand the nature of human relationships;
- To enable pupils to see the importance of stable, loving relationships for the bringing up of children.

RSE has three main elements, all of which are important for a balanced RSE programme:

- Attitudes and values
- Learning the importance of values, individual conscience and moral considerations and possible legal sanctions.
- Learning the value of family life, stable and loving relationships.
- Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas; and
- Developing critical thinking as part of decision-making.

- Personal and social skills
- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Learning to make choices based on an understanding of difference and with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Learning how to recognise and avoid exploitation and abuse by adults and peers.
- Learning and understanding physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy.

In Year 5 and Year 6 Sex Education will be delivered as part of the science curriculum.

## **Key Stage 2 Relationships education overview**

### **Families and people who care for me**

By the end of Key Stage 2, pupils will know:

- That families are important for them growing up because they can give love, security and stability;
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

## **Caring friendships**

By the end of Key Stage 2, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

## **Respectful relationships**

By the end of Key Stage 2, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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 those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.

- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

By the end of Key Stage 2, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## **Being safe**

By the end of Key Stage 2, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## **Sex Education and Puberty – (Non-statutory)**

Pupils in Years 5 and 6 will be supported with their transition to Key Stage 3 by learning about sex, puberty and menstruation. The lessons are tailored to the age and physical and emotional maturity of the students. We aim to ensure that our children are prepared for the changes that adolescence bring and - drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born. Parents and carers will be given notification of when these sessions will take place so that they are aware of the content that will be taught.

## **Health education overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

## **Mental wellbeing**

By the end of Key Stage 2, pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

By the end of Key Stage 2, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

By the end of Key Stage 2, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.

- How and when to seek support, including which adults to speak to in school if they are worried about their health.

### **Healthy eating**

By the end of Key Stage 2, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

### **Drugs alcohol and tobacco**

By the end of Key Stage 2, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

By the end of Key Stage 2, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

By the end of Key Stage 2, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.

- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

By the end of Key Stage 2, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

### **Key Stage 3 overview**

The content of Bilbrook CE Middle's programme is based on the guidance issued by the Department for Education in 2019.

### **Statutory requirements**

Under 'Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education', RSE will become statutory in all schools from September 2019.

### **Families and relationships**

Pupils should know

- 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 its 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 a civic 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 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 relationships 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**

Pupils should know

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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 normalize non-consensual behaviour or encourage prejudice)
- That in Bilbrook CE Middle and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority, and tolerance of other people's beliefs.
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying 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 references to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

## **Online and media**

Pupils should know

- 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 wouldn't 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**

Pupils should 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 female genital mutilation, 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**

Pupils should 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
- 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment

### **Health education subject overview**

The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Mental wellbeing**

By the end of secondary school, pupils will know:

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health, e.g. anxiety and depression.
- 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.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

By the end of secondary school, pupils 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, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- 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.

### **Physical health and fitness**

By the end of secondary school, pupils will know:

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.
- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

By the end of secondary school, pupils will know:

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

### **Drugs, alcohol and tobacco**

By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.

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

## **Health and prevention**

By the end of secondary school, pupils will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

## **Basic first aid**

By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

## **Changing adolescent body**

By the end of secondary school, pupils will know:

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

## **The delivery of RSE**

All teachers are responsible for teaching about and modelling good relationships at Bilbrook CE Middle. Much of the work at Bilbrook CE Middle is based on good relationships and our values and ethos of 'Let your light shine', and in this regard RSE is supported by the Bilbrook CE Middle's Behaviour Policy. It is the responsibility of the Science department to deliver the National Curriculum aspects of RSE.

Where specific sex education occurs, which is outside or beyond the National Curriculum Science remit, the school has adults specialising in the delivery of RSE within the secondary PSHE context. This programme can be identified clearly within

Bilbrook CE Middle's programme for each year.

### **Methods of teaching and resourcing**

In the delivery of RSE teachers will use a variety of teaching methods and resources.

The following are recognised methods for the effective delivery of RSE:

- Discussion
- Drama and role play
- Research and presentation
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Teachers will also use other teaching methods to enable pupils to learn about RSE which are age appropriate, taking into account the developmental needs of the individual pupil.

### **Monitoring and evaluating RSE**

RSE will be monitored by the Bilbrook CE Middle's PSHE Co-ordinator and SLT. It is the coordinator's responsibility to:

- ensure that RSE occurs in the Bilbrook CE Middle's curriculum according to the schemes of work for PSHE;
- monitor the use of teaching and learning styles;
- monitor the use of teaching materials;
- evaluate the effectiveness of the Bilbrook CE Middle's programme.

### **Dealing with sensitive issues**

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The protocols for discussion based lessons with pupils are that:

- No one (teacher or pupil) will have to answer a personal question;
- No one will be forced to take part in a discussion;
- The correct names for body parts will be used, but some discretion may be allowed in order to clarify where necessary.
- Meanings of words will be explained in a sensible and factual way;
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer the question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow Bilbrook CE Middle's Child Protection/Safeguarding Policy in this matter.

### **Visitors contributing to RSE**

From time to time as part of a planned module of work, Bilbrook CE Middle will invite in local experts on issues relating to RSE as well as using health and other professionals associated with Bilbrook CE Middle. All Bilbrook CE Middle associate health and other professional and visitors will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of Bilbrook CE Middle and will be qualified to make an appropriate contribution;
- Visitors must agree with the aims of Bilbrook CE Middle in delivering its policy on RSE;
- Visitors will follow Bilbrook CE Middle's child protection procedures if a disclosure occurs within the classroom setting;
- Visitors will know and understand and demonstrate where their contribution fits into Bilbrook CE Middle's programme for RSE and PSHE.

### **Services to Young People provided by Bilbrook CE Middle**

Bilbrook CE Middle provides services for its young people. These services are provided by health and other professionals attached to the school.

Outside the teaching situation, health professionals can give one-to-one advice or information to a pupil on a health-related matter including contraception but this will be within the wider bounds of this policy with the understanding that parental consultation will take place.

Bilbrook CE Middle educates and publicises where to obtain external confidential advice and support for e.g. Childline NSPCC Stonewall etc.

### **Parental right to withdrawal from RSE (Key Stage 3 only)**

Parents have the right to withdraw their pupils from RSE that falls outside the National Curriculum Science Order. They do so in writing to the Headteacher. When the Headteacher receives such a letter, he/she will invite the parents to a meeting, at which the Headteacher will explain clearly what Bilbrook CE Middle's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible the pupil

will be withdrawn from RSE and placed in another class where suitable work and supervision will be provided.