



**BAYTUL ILM**  
SECONDARY SCHOOL

# RSE Policy

## 2021 – 2022

HEAD TEACHER:	Muhammad Miah
CHAIR OF GOVERNORS:	M A Salam
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# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

This policy covers our school's approach to Relationships and Sex education which is taught through the PSHE and Citizenship programme as well as Science curriculum.

## 1. Relationships and Sex Education Definition

Relationships and Sex education involves lifelong learning about the moral, emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of stable relationships for family life, including marriage and committed relationships; and the importance of respect, love and care in healthy, positive relationships. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. Some aspects of sex and relationships education are taught within the science curriculum and others are taught as part of Personal, Social, Health and Economic Education (PSHE). The programme also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships, and for staying safe both on and offline.

We define Sex education as the teaching of sex and sexual health.

We define Relationships education as the teaching of what makes a healthy relationship, including the understanding of different types of relationships (including LGBTQ+) and the importance of stable relationships for family life.

However, we understand that Relationship and Sex Education are linked together and that Relationship education underpins any teaching of sex education.

## 2. Rationale and Ethos

At Baytul Ilm Secondary School, we believe that high quality Relationships and Sex Education (RSE) is important to ensure that students develop healthy, loving and successful relationships throughout their lives. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle or relationship choice. RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. It will also empower our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Baytul Ilm Secondary School we are committed to ensuring that our students receive a well-rounded education that prepares them for all aspects of adult life. We aim to build on the RSE programmes covered in the School. The theme of consent and healthy relationships underpins all of our RSE topics. We introduce these concepts in Year 7 and revisit them on a yearly basis and adapting to the age of each year group.

We view the partnership of home and school as vital in providing the context for the topics studied as well as parent's role in helping to support their children in understanding their changing bodies and developing sexuality. We ensure RSE is inclusive and meets the needs of all our students, including those with special educational needs and disabilities (SEND) by ensuring that resources are differentiated for different needs. Where appropriate students will receive TA support in lessons and will be prepared for topics or have a chance to discuss topics in more detail with adults in sessions such as ELSA.

We ensure RSE fosters gender equality and LGBTQ+ equality by ensuring the teaching of different types of relationships. The teaching of relationships is also inclusive to include all types of relationships.

## Our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the students including SEN.
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBTQ inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBTQ and people with disabilities are positively represented in our curriculum
- Ensure students can identify the qualities of **healthy and unhealthy relationships**
- Allow students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make students aware how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare students for the journey from **adolescence to adulthood**
- Provide students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBTQ misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes
- Ensure that students have a clear understanding of **sexual and reproductive biology**, including knowledge of HIV and other sexually transmitted diseases
- Ensure students understand the different risks associated with various types of sexual activity and understand how to engage in **safe sexual activity** by exploring a range of **contraception**
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes
- Develop students' understanding of the dangers of pornographic material

### 3. Roles and responsibilities

The RSE programme will be led by an appointed PSHE and Citizenship lead who will be responsible for the planning, monitoring and ensuring high quality delivery of the RSE SoL.

It will be delivered by a team of specially trained teachers.

It will be supported by a designated SLT line manager.

A working party will be made up of the PSHE lead, the SLT line manager, a teacher who is part of the delivery team and one governor.

Teaching staff will receive RSE training on an annual basis to support students with information in line with current government legislation and guidance.

### 4. Legislation (statutory regulations and guidance)

Under the **Education Act (1993)** and the **Education Reform Act (1998)** all schools are required to maintain a statement of Policy regarding RSE and make it available to parents on request. This policy complies with **DfE Guidance on Sex & Relationships Education (0116/2000)** and the supplementary guidance **Sex & Relationships Education for the 21st Century 2014**.

From **September 2020** the guidance document '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' will become statutory. This document clearly sets out the curriculum content that secondary schools must deliver on RSE and Health Education. This document contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education. Unless otherwise specified, 'school'

means all schools, whether maintained, non-maintained or independent schools, including academies and free schools, non-maintained special schools, maintained special schools and alternative provision, including student referral units. See appendix 1 for further information on curriculum content.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/781150/Draft\\_guidance\\_Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf)

**Other documents that inform the school's RSE policy include:**

- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Keeping children safe in education – Statutory safeguarding guidance (2016)
- o Children and Social Work Act (2017)

### **Curriculum design**

Our RSE programme is an integral part of our whole school PSHE education provision and will cover the different aspects of RSE. Each year group will study at least one topic of RSE each year, where age appropriate information will be discussed.

The themes that RSE will focus on are:

- Family
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Our RSE programme is inclusive of all genders and sexual identities. All types of relationships will be represented in the teaching materials and discussions.

We will ensure RSE is matched to the needs of our students by ensuring that they are prepared for adult life. Each year student voice is collated and the RSE curriculum can be adapted to include information that students feel irrelevant to them.

Our RSE programme will be planned and delivered through discreet PSHE and Citizenship lessons. The resources used will adhere to the PSHE associations 10 principles of PSHE teaching and most will have the PSHE association quality mark. The resources used in RSE will be regularly reviewed by the PSHE and Citizenship lead to ensure that they meet the values and morals of the school.

Our RSE programme will be taught through a range of teaching methods and interactive activities, including distancing techniques such as scenarios to give students the opportunity to discuss the issues raised through RSE in a real life context. Active learning methods might include card sorts, role plays and documentaries. Students will also be signposted in lessons for sources of support if they are worried or wanted to find out more about any of the topics discussed.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in other subjects across the school such as; PE, Science, Food technology, Humanities, ICT and the Tutor programme.

Assessment in RSE will take the approach that many of the skills and attributes learnt through RSE won't be used until adult life and are inappropriate to formally assess. Some of the knowledge learnt might be tested through class quizzes or more formal assessments. Students will, however, be encouraged to reflect on their own learning and progress by the use of Self-Assessment sheets. At the beginning and end of each topic students will rate themselves against the topic criteria and consider the progress they have made with their learning.

An overview of the learning in each year group can be found on the school website or is available from the PSHE and Citizenship lead teacher.

### **Safe and Effective practice**

We will ensure a safe learning environment by the use of learning agreements. At the beginning of each topic each class will create/review their learning agreement. This agreement is created in conjunction with the teacher to ensure that all students are aware of the expectations of the classroom and feel safe to learn and explore sensitive topics. Students should never be asked to disclose their sexual orientation or personal information about themselves or others.

Distancing techniques such as the use of scenarios are used, particularly when discussing sensitive topics as it allows students to explore difficult themes without linking these directly to their lives or experiences.

During RSE lessons (and at other times) controversial questions may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play

Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.

Any concerns that arise about sexual abuse or any other safeguarding issues **must and will** be followed up under the school's safeguarding procedures.

Teachers and students will show respect for all genders, sexualities and different types of families in when looking at any topic, including dealing with sensitive issues.

All staff teaching RSE will have training in how to deal with sensitive topics/questions.

Students will be able to raise questions anonymously by the use of an anonymous question box.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy if they have concerns about a student.

Visitors and external agencies which support the delivery of RSE will agree to the content of the sessions before delivery. They will be required to follow the school safeguarding procedures and will be accompanied by a member of staff throughout their time at the school.

### **Engaging stakeholders**

Parents will be informed about the policy through RSE parent information evening. The policy will be available to parents on this evening, through the school website as well as directly from the PSHE and Citizenship lead. We are committed to working with parents and carers and invite any parents who have any questions, or wish to discuss any concerns to contact the PSHE and Citizenship lead. Our aim is to work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support. Parent Information sessions are also an opportunity for parents to view the materials and resources used.

## **Right to Withdraw**

Under the government legislation '**Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers**' from **September 2020** parents have no right to withdraw their children from Relationships, Health education and from aspects of sex taught in the Science curriculum.

Parents do hold the right to withdraw their child from all or part of sex education, up until three terms before their child turns 16, when the choice becomes the child's.

Parents should contact the Head teacher to discuss their right to withdraw.

## **Monitoring, reporting and evaluation**

Teachers will critically reflect on their work in delivering RSE through evaluating resources used, learning walks and lesson observations. The team will also reflect on the teaching of RSE in meetings with the PSHE and Citizenship lead.

Students will have opportunities to review and reflect on their learning during lessons, using the assessment and progress sheets. Student voice will also be an opportunity for students to express their opinions on RSE.

## Appendix 1: Statutory RSE curriculum from

*Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers'*

	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• 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).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<p><b>Online and media</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>