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**RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY**

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**1. Aims**

Relationships and Sex Education (RSE) is delivered to provide every student with the knowledge required to make informed and safe decisions about relationships, sex and personal health and well-being. At Beaumont School, RSE forms a central part of the physical, moral and emotional development of every student. Decisions about relationships, sex and personal health can only be made if students have a rich understanding of physical and emotional development. This is not a task for the school in isolation and Beaumont School will seek to work with parents and carers to ensure that the delivery of RSE is able to complement their teaching at home.

RSE at Beaumont School is centered around the themes of personal safety, responsibility and respect. The specific aims of RSE at the school are to:

- Provide a safe framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of respect, confidence and empathy so that they approach sexual relationships responsibly, with self-respect and respect for others and without risk to their own and other people’s physical and emotional health
- Create a positive culture around issues of sexuality and relationships, ensuring that students leave with a mature and informed approach to these issues which avoids stereotyping and prejudice
- Teach students the correct vocabulary to describe themselves and their bodies

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### 2. Statutory requirements

As a secondary academy school we must provide RSE to all students as per section 34 of the [Children and Social Work Act 2017](#).

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](#).

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

The school will teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with governors, staff, students and parents. The consultation and policy development process involved the following steps:

1. **Review** – in consultation with the relevant members of the Senior Leadership Team, the PSHE Co-ordinator has collated all relevant information including relevant national and local guidance
2. **Governor consultation** – prior to the adoption of the policy, governors were updated on the changes and a draft copy of the policy was presented.
3. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
4. **Parent/stakeholder consultation** – parents and carers were invited to respond to the policy prior to its adoption
5. **Pupil consultation** – we explored what exactly students want from their RSE at Beaumont

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### 4. Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Roles and responsibilities of the governing body, headteacher, school staff and students

The **governing body** will:

- seek the advice of the school on this policy, keep it up to date, and make it available to parents
- approve the RSE policy, and hold the headteacher to account for its implementation, ensuring that RSE is provided in a way that meets the aims outlined in section 1

The **headteacher** will ensure that:

- the governing body is advised about the nature and organisation of RSE and how it reflects the aims and values of the school
- sex education is provided in a way that meets the aims outlined in section 1
- students are protected from inappropriate teaching materials
- a scheme of work is agreed and implemented
- parents/carers can access information about the programme for RSE
- RSE is taught consistently across the school
- requests to withdraw students from non-statutory components of RSE (see section 8) are managed.

**Staff who teach RSE** are expected to:

- Deliver RSE in a sensitive way
- Model positive attitudes to RSE
- Monitor student progress

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- Respond to the needs of individual students, including those with SEND, and work with the appropriate staff to ensure that the delivery of content is made accessible to all students
- Respond appropriately to students 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 the sex education component of RSE. Staff who have concerns about teaching this component are encouraged to discuss this with the headteacher.

RSE is taught as part of PSHCEE (Life Skills) by members of the PSHCEE Department. Elements of PSHCEE, including RSE, are also taught through the tutor time programme, curriculum enrichment days (CEDs) and through external visitors/companies.

**Students** are expected to:

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

### 6. Curriculum

Our curriculum has been carefully designed and sequenced to ensure the best possible outcomes for our students. The school may need to adapt elements of it as and when necessary. We have developed the curriculum offer in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online from untrustworthy sources.

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

### 7. Delivery of RSE

RSE is primarily taught within the personal, social, health, citizenship and economic (PSHCEE) education curriculum and complemented by:

- Curriculum enrichment days
- The tutor-time programme
- The national curriculum of other subjects, including science.

The relationships component of RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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- 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 ensure 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, 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).

### **8. 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.

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.

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

### **9. Training and development**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The PSHE Co-ordinator 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.

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### 10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Co-ordinator through:

- Department meetings
- Department reviews
- Folder/work scrutinised
- Student surveys and questionnaires

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

This policy will be reviewed by the PSHE Co-ordinator every three years. At every review, the policy will be approved by the governing body.

*This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.*

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Appendix 1: PSHE Curriculum Map (Sex and Relationships Education marked in red)

TERM	YEAR 7	YEAR 8	YEAR 9	YEAR 10
<b>AUTUMN TERM 1</b>	'Identity and Relationships' 'Mental Health and Wellbeing (1)'	'Network' – Tip of the Iceberg performance/workshop 'Prejudice, values and discrimination'	SRE – 'Safety, health and protection'	'Healthy choices in adult life' 'Careers and CVs'
<b>AUTUMN TERM 2</b>	'Making a difference in the world (Citizenship)' 'Bullying'	'Drugs Education' 'Physical health and responsible choices'	'The Sex Factor' – Tip of the Iceberg performance/workshop 'Diversity and tackling extremism' 'Community Cohesion'	SRE – 'Conflict and exploitation'
<b>SPRING TERM 1</b>	'Bullying' 'Managing Change - puberty'	'Mental Health and Wellbeing (2)' 'Law and Conflict'	'Health and the world'	SRE – Chelsea's Choice Production and Workshop 'World Issues' 'Self-worth'

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TERM	YEAR 7	YEAR 8	YEAR 9	YEAR 10
<b>SPRING TERM 2</b>	'Aspirations and the Future'	SRE - 'Consent and Boundaries' SRE - 'Sexual images and peer pressure'	'Anti-social behaviour, gangs and County Lines' 'Role models and the media'	'Managing actions and times' SRE – 'Difference and respect'
<b>SUMMER TERM 1</b>	SRE - 'Technology and Changing Relationships'	'Mindfulness and emotional literacy' 'Loss and Bereavement'	'Mental Health and Wellbeing (3)' 'Extremism and the media'	'Fertility, reproductive health and parenting'
<b>SUMMER TERM 2</b>	Staying safe and healthy	Careers and Personal Finance (1)	Careers and Personal Finance (2)	'Preparing for Work Experience and beyond'



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<b>INDICATIVE QUESTIONS COVERED IN SRE TOPICS</b>		
<b>SRE - 'Technology and Changing Relationships'</b>	<b>SRE - 'Sexual images and peer pressure'</b>	<b>SRE - 'Conflict and exploitation'</b>
How should I manage new feelings? (love and attraction)	What is 'sexting' and why is it so risky to send personal images?	How can we manage conflict successfully?
What does it mean to be 'more than friends'?	What is peer pressure and how can we overcome it?	What is pornography and why can it be dangerous?
		What are forced and arranged marriages and what do we need to know?
		What are harassment and stalking and what does the law say about them?
		What is revenge porn and how can we prevent ourselves from being victims?
		What are domestic violence and abusive relationships?
		How are children and young people groomed and lured into dangerous relationships and what do these look like?
		Why is it essential we know about consent, rape and sexual abuse?

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<b>SSRE - 'Consent and boundaries'</b>	<b>SRE - 'Safety, health and protection'</b>	<b>SRE - 'Difference and respect'</b>
What do we mean by SRE?	What are the different types of contraception?	Why is it important we learn about sex, gender and trans identity?
What is consent and why is it important?	How and why are condoms used?	What are the different types of relationships and sexualities?
What do we mean by 'safe sex'?	What are STIs?	What do we mean by when we talk about 'safe sex'?
	How do we keep good sexual health and avoid STIs?	
	How can we avoid teenage pregnancy?	
	What is FGM and why is it so dangerous?	

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**Appendix 2: By the end of secondary school students should know:**

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul>

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TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <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>

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TOPIC	STUDENTS SHOULD KNOW
Online and media	<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>
Being safe	<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>

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TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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>

**There is a section of the Statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education [here](#) which details suggested resources for schools.**

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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		FORM	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education (RSE)			
Any other information you would like the school to consider			
Parent/carer signature			
Date			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parent/carer	
Signed	
Date	