



# Bilton School

## Relationships Education, Relationships and Sex Education (RSE) and Health Education. Policy

Chair of Governors signature

Headteachers signature

Ratified:

Review:

T Chambers

Stowe Valley Multi Academy Trust

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1. Details of content/scheme of work and when each topic is taught, taking account of the age of pupils
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4. How delivery of the content will be made accessible to all pupils, including those with SEND
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**1. Details regarding the content being taught:** Students at Bilton school will be taught about Relationships Education, Relationships and Sex Education (RSE) and Health Education, within the Character and Culture Curriculum. In addition to the above, students will receive support, guidance and information from external agencies and specialists' speakers. RSHE is also taught within the wider school for example: the Science NC At key stage 3 and 4, includes teaching about reproduction in humans, healthy eating and physical fitness will also be delivered and taught within the PE curriculum. WWVB (worldwide views and beliefs) covers a relationships and family unit. Key aspects surrounding Relationships and Sex Education (RSE), Health Education (2019) will be delivered during Character and Culture Curriculum.

The Character and Culture curriculum will follow the guidelines set by the national curriculum for Citizenship at key stages 3 and 4, Careers Education (Gatsby Benchmarks), DFE Equality Act (2010), Promoting Fundamental British Values as part of SMSC in schools (2014). All subject content will be considered through careful planning, review and refining, ensuring that it's deemed as age appropriate, before it's delivered across key stage 3 and 4.

Within the Character and Culture Curriculum, students will complete schemes of learning tailored towards meeting the -

Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance (2019). These schemes of learning, titled, 'Relationships and me', 'Community issues' and 'Taking Care of myself' cover the topics outlined for secondary schools by the DFE.

The STATUTORY GUIDANCE – students should cover the topics listed as below:

"We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain." DFE

#### Respectful Relationships

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship."

#### Mental Wellbeing

"....young people are increasingly experiencing challenges ... The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise."

#### Internet safety and Harms

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy."

#### Online Relationships and Online media

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy."

#### Drugs, Alcohol and Tobacco

"It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves."

#### The Changing adolescence body

"Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience."

#### Health prevention

"It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves."

#### Intimate relationships, including sexual health.

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships... Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life."

These key themes have been embedded into the Character and Culture Curriculum and overview which has been published on the school's website. These units are as follows for all years 7-11, KS3 and 4. The KS5 C&C curriculum is evidenced on a separate overview.

The Character and Culture Curriculum consist of:

Term 1. Careers in the curriculum (Gatsby Benchmarks, SMSC)

Term 2. Values and Culture (SMSC – British Values, CIT ks3 and 4 money management unit)

Term 3. Democratic Britain (Citizenship NC ks3,4)

**Term 4. Relationships and Me (RSE 2019)**

**Term 5. Community Issues (RSE 2019) Links to CIT NC**

**Term 6. Taking Care of Myself - (RSE 2019 – Including physical Health and Wellbeing focus)**

Year group overview RSE units	Term 4: Relationships and Me	Term 5: Community Issues	Term 6: Taking Care of Myself
7	WK1: What makes a good friend? WK2: Respectful Relationships R.E.S.P.E.C.T – Stereotyping, prejudice behaviour and personal boundaries WK3: Bullying WK4: Peer Pressure and conflict resolution WK5: Cyber-bullying and staying safe online	WK1: How does substance abuse affect communities? WK2: Legal drugs WK3: Illegal drugs WK4: Homelessness WK5: Charities and volunteer groups WK6: Knife crime	WK1: Healthy Lifestyle, Healthy mind WK2: Personal Hygiene WK3: Balanced diet – healthy food WK4: Active Lifestyle WK5: My emotions/feelings WK6: Keep yourself safe (roads and fire) WK 7: Environmental issues

	WK6: Body change and puberty		
8	<p>WK1: Body changes and Puberty and menstruation</p> <p>WK2: Body image and self-esteem</p> <p>WK3: Respectful Relationships (LGBT+) and families</p> <p>WK4: Introduction to consent Families</p> <p>WK 5: Marriage</p> <p>WK6: STIs and Review</p>	<p>WK1: Drugs – definitions</p> <p>WK2: Drugs – risks and the law (county lines)</p> <p>WK3: Alcohol and Legal substances</p> <p>WK4: Vaping, e-cigarettes and cigarettes</p> <p>WK 5: Knife crime/hate crime</p> <p>WK6: Advice Leaflet – charities and support</p>	<p>WK1: Staying safe online – sexting/images</p> <p>WK2: Social media and self-esteem</p> <p>WK3: Online grooming</p> <p>WK4: e- safety – what is it?</p> <p>WK5: Cyber bullying/bullying on line</p> <p>WK6: Emotional well-being and healthy sleep</p> <p>WK7: Self-confidence and goals for the future</p>
9	<p>WK 1: Relationships values and attitudes</p> <p>WK2: Gender identity and different types of sexual relationships.</p> <p>WK3: LGBT and transphobia/homophobia</p> <p>WK4: Consent – law and when it is not ok to share</p> <p>WK5: Contraception and prevention of STIs</p> <p>WK6: Unplanned Pregnancy</p>	<p>WK1: Families</p> <p>WK2: Respectful relationships, including friendships</p> <p>WK3: Online and media</p> <p>WK4: Being safe -sexual exploitation, WK5: Drugs, alcohol and tobacco</p> <p>WK6: The law- extremism/radicalisation</p>	<p>WK1: Changing adolescent body</p> <p>WK2: Healthy eating - Energy Drinks and dangers</p> <p>WK3: Basic First aid</p> <p>WK4: Health prevention</p> <p>WK5: Online safety – include- cyber WK5: bullying</p> <p>WK6: Drugs– the affect, risks &amp; dangers</p> <p>WK7: Mental wellbeing &amp; health</p>
10	<p>WK1: Consent and peer pressure – the right to say no</p> <p>WK2: Resisting pressure and not pressuring others</p> <p>WK3: Intimate relationships without sex – trust and respect</p> <p>WK4: Honour based violence and FGM</p> <p>WK5: Relationship abuse and domestic violence</p> <p>WK6: Forced marriage</p>	<p>WK1: Mental health – body image</p> <p>WK2: Country lines; drugs and exploitation CSE –</p> <p>WK3: Child Sexual Exploitation</p> <p>WK4: Crime – acid attacks and knife crime</p> <p>WK5: E-safety - sexting</p> <p>WK6: Help, advice and support – charities</p>	<p>WK1: Healthy eating and lifestyle</p> <p>WK2: Importance of sleep and rest</p> <p>WK3: Mental health and wellbeing - self esteem</p> <p>WK 4: Social media and wellbeing</p> <p>WK5: Taking care of myself online</p> <p>WK6: online gambling – debt</p> <p>WK7: Managing conflict – respect</p>
11	<p>WK1: bullying (cyber bullying)</p> <p>WK2: Gender identity/Equality</p> <p>WK3: Sexual health and harassment</p> <p>WK4: Healthy relationships – Families</p>	<p>WK1: Healthy me</p> <p>WK2: Substance abuse – the laws, the risks</p> <p>WK3: Alcohol and smoking</p> <p>WK4: Self-esteem – emotional health and happiness</p>	<p>WK1: Aspiration and resilience</p> <p>WK2: Managing exam pressures</p> <p>WK3: Exam revision support</p>

	WK5: Contraceptive choices WK6: Managing anxiety - mental Health/wellbeing	WK5: Dealing with Crime (Knife crime) WK6: E-safety	
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RSHE wider provisions at Bilton School; we work alongside various external agencies to provide students with specialist information, in addition to the implementation of our own inhouse talks and plans. Such examples include:

Mental health week and managing exam pressure talk ks4/5

Mind school action plan – mental health awareness and support

Compass, drug awareness talks

Compass Health and Wellbeing questionnaire and support

Internet safety and harms -E-safety and Cybercrime talks Warwickshire county council cyber-crime advisor

O2 parent e-safety support, open evenings

Bradby Club talks – safe sex, contraception and consent talk

Warwickshire police talks, Anti-social behavior, knife crime and sexting, CCE

School nurse - immunisation and vaccination talks

Basic first aid - Year 8 Re-start a heart training session by west midlands Ambulance service NHS foundation trust

Changing adolescent body - (the red box project)

#### Cross curricular provisions

PE curriculum, sports day

Race for Life-Cancer Research – whole school Health and Wellbeing and charity work

Health and Social and Social Sciences ks4

Technology/Food curriculum - Healthy eating – nutrition

Mental Health Week

Anti-Bullying week

Human Rights Day

International Women's day talks

Equality talks

WWVB (World Wide Views and Beliefs) – Kindness days and interfaith week

#### Provisions within the wider Character and Culture overview

Term 1: Careers in the curriculum provisions – addressing stereotypes and equality, diversity, inclusion in the work place

Term 2: Values and Culture – British Values and SMSC – talks, Human rights, Anti-bullying

Term 3: Citizenship NC KS,3.4, Democratic Britain, covering the Law, dealing with crime, anti-social behaviour.

## 2. Who delivers either Relationships Education or RSHE

Tutors play an important role within the wider Character and Culture Team, they predominantly deliver the Relationships Education or RSHE aspect of the Character and Culture curriculum.

External organisations also deliver RSHE topics, with the intention of offering students an enhanced delivery of these subjects. By bringing in specialist knowledge, students should be provided with a quality learning experience. All external visitors or visiting organisation's credentials will be checked prior to their delivery. Visitors' programmes will be checked against the DFE's Relationships Education or RSE and Health education guidance 2019. Any external visitors plans, content and resource materials, will be checked in advance, to see if it is age-appropriate and accessible for all pupil's needs including those with (special educational needs). Any external visitors will be checked and briefed regarding the school's safe guarding guidelines and policy, before they can deliver any content to the students. Tutors are provided with CPD training and support on the delivery of key RSHE units.

## **3. How the policy has been produced, and how it will be kept under review, in both cases working with parents**

The policy has been produced by the Head of Character and Culture and will be kept under review by our senior leadership team (Head Teacher) and our governing team. This policy will be accessible to parents for reference and developed and further refined where necessary. Parents will have access to the Character and Culture curriculum including the RSHE plans and provisions, these plans and overviews are published on the Bilton School website. Parents and carers will be kept well informed of any future external provisions taking place within the RSE units. Parents and carers will be provided with opportunities to feedback on the RSE provisions and plans, this feedback will be considered when reflecting on and refining the curriculum.

## **4. How delivery of the content will be made accessible to all pupils, including those with SEND Pupils with special educational needs and disabilities (SEND).**

Relationships Education, RSE and Health Education will be accessible for all pupils. This will be prioritised when planning teaching for our pupils with special educational needs and disabilities. Teaching of this subject will be quality assured to ensure that high quality teaching is differentiated and personalised to ensure accessibility for all.

As a school, we acknowledge that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Factors such as; Social, Emotional and Mental Health needs or learning disabilities, will be carefully taken into consideration when planning, designing and teaching these subjects and topics. With this in mind, some of the content and teaching will need to be differentiated to meet the specific needs of pupils at different developmental stages to ensure that they're age and developmentally appropriate with reference to the law. The character and culture team will work closely with the Head of SENCO to ensure that the resources and provisions provided are meeting the needs and requirements of all students.

In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

“It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. (DFE Relationship Education, Relationships and Relationship and Sex Education (RSE) and Health Education guidance 2019)

The topics listed below are already embedded and covered within the Character and Culture curriculum:

DFE Equality Act 2010 and Schools advice (2014),  
Promoting Fundamental British Values as part of SMSC in schools (2014),  
NC Citizenship programmes of study for key stage 3 and 4.

## **5. Explanation of the right to withdraw**

Right to be excused from sex education (commonly referred to as the right to withdraw)

It is important to state that parents have the right to request that their child be withdrawn from some or all of (non-statutory/non-science) sex education delivered as part of statutory RSE. Before granting any such request, the head teacher will discuss the request with the parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. (Documentation of this process will be kept). If parents choose to opt-out for their child then a follow up discussion with the leadership team will be needed, allowing an opportunity for any additional support required and sharing of information.

Note: “Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents’ request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. There is no right to withdraw from Relationships Education or Health Education.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance (2019).*

## **6. Requirements on schools in law e.g. the Equality Act (please see The Equality Act 2010 and schools: Departmental advice)**

Please be aware that Bilton school is required to comply with relevant requirements of the Equality Act, 2010.

(Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation (collectively known as the protected characteristics)).



We as a school:

- Reference to marriage as marriage and civil partnership.
- Are mindful of the SEND Code of Practice when planning, (working closely with the School's SENCO leader as well as adhering to the school's SEN policy guidelines.
- Follow provisions within the Equality Act. (Refer to Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory guidance, 2019 regarding Equality for further information).
- Consider the makeup of a student body, ensuring support is in place where needed and following provisions within the Equality Act.
- Foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- Address and cover everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Bilton's Behaviour policy, Anti-bullying policy. Equality statement. Safeguarding policy.
- Understand that Staff have an important role to play in modelling positive behaviours.
- Refer to the Department's advice for Sexual violence and sexual harassment between children in schools and colleges and are aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up.
- Forward reports of sexual violence or sexual harassment appropriately and acknowledge that they should be taken seriously.
- Ensure that the curriculum plans promote an understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment and will help ensure that pupils treat each other well and go on to be respectful and kind adults. Lesbian, Gay, Bisexual and Transgender (LGBT).
- Ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.
- Ensure that there is compliance with the relevant provisions of the Equality Act 2010, (teaching is sensitive and age appropriate in approach and content).
- Ensure that all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.
- Adhere and follow the school's current safe guiding policy and guidelines.
- Ensure that teaching regarding relationships and on sex should complement, and be supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects will sit within the context of a school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.
- Ensure that the curriculum includes topics on and surrounding mental health within health education.
- Ensure that the curriculum on health education is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity.

## **7. how often the policy is updated**

Yearly and in accordance to any national changes in guidelines for this subject.

## **8. who approves the policy**

Headteacher and Governors

