

Reviewed July 2023



The
Birkenhead Park
School

Relationships and Sex Education Policy 2024-2025

Introduction

Relationship and Sex Education (RSE) within The Birkenhead Park School allows us to further educate our young people on how to be safe and healthy in all aspects of their academic, personal and social lives in a positive way, whilst embedding our school values.

Our RSE curriculum contributes to our school ethos and to the development of respectful relationships. It also contributes to being a healthy school and delivering effective Social Moral Spiritual and Cultural Education. Teachers deliver our RSE curriculum in a positive learning environment and one where students know that their wellbeing is valued and supported.

Policy Review

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

1. Review – Senior Leadership Team (SLT) led, with PHSE/RSE staff and the Designated Safeguarding Lead (DSL) pulling together all relevant information, including applicable national and local guidance.
2. Staff consultation – all staff were given the opportunity to review the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to review the policy and make recommendations.
4. Student consultation – we consulted with students and investigated what they want from their RSE.
5. Ratification – once amendments were made, the policy was shared with Governors and ratified.

The policy is reviewed regularly by members of the SLT, PSHE/RSE staff, and school Governors to ensure that the curriculum and its delivery is up to date and meets the needs of students. The Link Governor identified to support with RSE provision is Professor Helen Aspinall.

The aims of relationships and sex education at the Birkenhead Park School

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds and supports students in developing their character. All secondary school content is categorised into the following key concepts: **families; respectful relationships, including friendships; online and social media; being safe; intimate and sexual relationships, including sexual health; and physical health and mental wellbeing.**

These key concepts 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, LGBTQ+ 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. All content is taught to support students with protected characteristics and fully adheres to statutory guidance with reference to the law.

Statutory Guidance

As a secondary school we must provide RSE to all students as per section 34 of the Children and Social work act 2017 and the new statutory Relationships and Sex Education requirements 2020. The policy has been developed, and should be read in conjunction with:

- [Statutory guidance on RSE and Health education](#)
- [Keeping Children Safe in Education 2023](#)
- [Equality Act 2010](#)
- [DfE - Teaching Children Online Safety](#)
- [SEND code of practice: 0 to 25 years \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Sexual violence and sexual harassment between children in schools \(advice for schools\)](#)
- [The Equality and Human Rights Commission Advice and Guidance \(provides advice on avoiding discrimination in a variety of educational contexts\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools \(guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural \(SMSC\) \)](#)
- [National Citizen Service guidance for schools](#)
- [Ofsted review of sexual abuse in schools and colleges June 2021](#)

As well as the above guidance, this policy should be read alongside the school's policies for:

- Anti-Bullying Policy
- Behaviour Policy
- Equality and Diversity Policy
- Preventing Extremism and Radicalisation Safeguarding Policy
- Safeguarding Policy
- SEND Policy

Curriculum Intent

RSE provides children and young people with the opportunity to receive information whilst exploring issues and values. RSE is not about the promotion of sexual activity. It is lifelong learning about different types of relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE teaches students about the importance of stable and loving relationships, in all capacities, and how to nurture and develop these connections. It supports students in being able to identify acceptable and unacceptable behaviour in relationships, when relationships are unhealthy and how these situations can be managed. RSE is also designed to support the students growing up in an increasingly digital world and the significant challenges this presents, particularly for young people. RSE provides students with the tools they need to make the right decisions to keep themselves safe and happy.

Taking an age appropriate and phased approach, RSE educates students on safer sex, sexual health, and teenage pregnancy. This is delivered in a factual way, providing a balanced and objective view, and allowing scope for students to discuss misconceptions and misinformation in a safe environment.

Equal opportunities

In acknowledging the 2010 Equality Act, all students and staff have a right to be treated with respect and sensitivity, and to have access to opportunities regardless of their gender, race, religion, sexuality or any disability.

All staff delivering the RSE curriculum have a responsibility to support the development of a sense of justice and tolerance in young people in line with British Values and with the law. Expressions of prejudice, with or without the intention to offend, are a form of abuse that will not be tolerated. All staff will refrain from portraying any views that may be deemed discriminatory, including those of misogyny and attitudes to women, attitudes towards the LGBTQ+ community, and attitudes towards sexual abuse. Any incidents of discrimination or abuse should be reported immediately.

Curriculum Overview

The RSE programme is securely embedded in the PSHE curriculum and is part of every student's learning with each year group being taught once a fortnight. There are also opportunities throughout the year such as drop-down days, and stand-alone sex education sessions, which are delivered by trained BPS teachers and trained health professionals. Other aspects of RSE are taught across the curriculum, ensuring that all aspects of the curriculum are fully embedded in a variety of subject areas. As well as provision for all students in a year group, there are additional targeted approaches when necessary. Students may be carefully selected by Pastoral Leaders, Year Leaders, and the Safeguarding Team to attend bespoke workshops targeted to their needs.

Children with SEND in KS3 attend the timetabled RSE/PSHE lessons and teachers will adapt the curriculum according to their needs so that they can access the lessons successfully. Similar personalised learning is also put in place for students with physical and medical impairment.

Delivery of RSE

The PSHE/RSE Subject Lead ensures all staff are provided with engaging lesson plans and resources in line with the statutory guidance. Resources are carefully selected, factoring in students' age and literacy levels, in order to ensure content is appropriate to the student cohorts. Curriculum documents for RSE include a five-year overview and rationale, agreed end points, learning calendars, and granular planning. Though statutory assessment is not explicit through PSHE/RSE, teaching staff may use formative assessment opportunities to address any misconceptions.

Staff Development and Training

Appropriate training and development will be made available to all staff teaching RSE.

Curriculum Monitoring and Evaluation

The SLT PSHE/RSE leader is responsible for reviewing and evaluating the RSE programme through work scrutiny, learning walks, and student council meetings. These approaches will allow us to assess the overall effectiveness of the RSE curriculum on an ongoing basis. Staff feedback is requested on the effectiveness of the schemes of work, and students are consulted on their views using a number of different activities and resources. This policy will be reviewed annually by the SLT and the Local Governing Body.

Right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn from the provision, the school will make arrangements to support this.

Requests for withdrawal should be put in writing using the form in this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed on the student's educational record. The Pastoral Leader will discuss the request with parents on behalf of the Headteacher and take appropriate action. The signed withdrawal form will be recorded on SIMS/Class charts and staff will be notified accordingly. Alternative work will be given to students who are withdrawn from sex education.

Parent form: Withdrawal from Sex Education within RSE

| TO BE COMPLETED BY PARENT/ CARER | | | |
|--|--|-------------------|--|
| Name of child | | Year group/ Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |
| Staff signature | |