



# Relationships and Sex Education Policy

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	Date	Name	Signature
Policy Date	May 2022		
Review Date	May 2023		
Review Period	Annually		
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# Blackfen School for Girls

## Statement

Updated government guidance:

The statutory guidance for RSE was introduced in 2000 and was becoming increasingly outdated. It failed to address risks to children, which have grown in prevalence in recent years, including online pornography, sexting and staying safe online. As a result, in March 2017 the government made amendments to the Children and Social Work Bill making it a requirement that all secondary schools in England teach relationships and sex education (RSE). The amendment also required personal, social, health and economic education (PSHE) to be taught in all schools in. The government has renamed Sex and Relationship Education to 'Relationships and Sex Education' to emphasise the central importance of healthy relationships

## Rationale:

Blackfen School for Girls welcomes its duties under the Equality Act 2010 to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act (**Sex & Relationship Education Guidance DfE 2000**). Our supplementary guidance, 'SRE for the 21st century', provides advice on new issues like online pornography, and staying safe online. This advice has been developed with charities Brook and Sex Education Forum, and has been welcomed by the DfE, and a number of prominent organisations.

RSE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. These subjects form part of the building blocks young people need to thrive in modern Britain.

## Outcomes

- To raise awareness of students about their bodies and emotions, and about those of others.
- To understand different personal relationships.
- To enable students to understand the dangers of exploitation and what they can do about it.
- To give students the self-confidence to relate to others.
- To encourage students to be responsible for their own sexuality.
- To learn about reproduction.
- To provide information about contraception.
- To provide information about sexually transmitted diseases and safe sex.
- To help young people to consider the range of variation in sexual expression.
- To teach about HIV and Aids.
- To have access to information about places to which students can go for information and support.

## Procedures

Staff who teach sex and relationships education are expected to:

- provide sex education in accordance with this policy and in a way which encourages students to consider morals and the value of family life.
- participate in training to provide sex education in line with the school curriculum policy.
- implement the agreed scheme of work.
- draw to the attention of the head teacher any materials which they consider to be inappropriate.
- respond appropriately to those students whose parents wish them to be withdrawn from sex education.

## Content

- Sex Education provides knowledge and encourages the acquisition of skills and attitudes which will allow students to manage their relationships in a responsible and healthy manner.

## Knowledge and Information

- The place of parents/guardians as key figures in this area of health education is acknowledged.

# Blackfen School for Girls

## Values and Beliefs

As well as knowledge and information, students will be encouraged to consider the importance of the following values:

- Self -restraint, dignity and valuing of themselves and others.
- Understanding and sensitivity towards the needs and views of others.
- Personal Responsibility for their actions.
- The value of family life and the implications of parenthood.

Delivery is through:

- planned aspects within the Core areas of Science, Religious Studies and Physical Education curricula.
- addressing moral and ethical issues which may arise from apparently unrelated topics in all National Curriculum subjects.

Within this category as long as any discussion takes place within the context of the subject it will not be deemed to be part of the sex education programme and therefore not subject to the parental right of withdrawal. For specific issues. See Appendix 1 & 2.

## Key roles

- Head of PPE is responsible for overall planning, implementation and review of the whole programme.
- Subject Leaders are responsible for discussing programmes of study with their FL and Head of PPE.
- Head of PPE will provide a report to the Governor's Curriculum Committee on the implementation of the scheme of work once each year and on the teaching and impact of lessons on students.

## Related documents:

Anti-Bullying Policy, Behaviour Management Policy, Gender Equality Policy, Special Needs Policy, Professional Development Policy, Inclusions Policy, Race Equality Policy.

# Blackfen School for Girls

## Appendix 1

The following issues may occur as part of education. Staff, parents and students need to understand the school's procedures.

### **Confidentiality and Advice**

Students who are under 16 MUST be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults.

Staff are reminded that as with other discussions of a sensitive nature, information must only be imparted according to the procedures below, and must not become common knowledge.

### **Disclosure or suspicion of possible abuse**

The school's child protection procedures will be invoked (see relevant policy).

### **Disclosure of pregnancy or advice on contraception**

It is hoped that the following procedures will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported.

### **Disclosure of pregnancy**

Students must be asked whether they can tell their parents(s) and whether they want help in doing so. If the student agrees to speak to parent(s) subsequent responsibility, then lies with the parent(s).

Staff must tell students that they will expect acknowledgement from parents within 48 hours that the discussion has taken place. The member of staff must report the information to the Head Teacher/Designated Safeguarding Officer.

If the student refuses to tell their parent(s) the Designated Safeguarding officer will refer them to a health professional. The Designated Safeguarding Officer who will then liaise with the student welfare team and Health professionals, as appropriate about informing the parents.

### **Advice on contraception/Sexual Health**

Professional information will be available from a health professional e.g. School Nurse or information about Family Planning Clinics.

The school will always encourage students to talk with their parents first.

### **Family Life**

The value of family life is an important aspect, which will be approached largely through a consideration of the qualities and relationships between the group of people, with an emphasis on stability, respect, caring and support.

### **Sensitive Issues**

As part of the sex education programme issues of contraception HIV/AIDS, sexuality and abortion are addressed. Facts are presented in an objective and balanced way, with students being encouraged to consider their attitudes and values within the framework set out. They will be made aware of religious and cultural values and of the difference between fact and opinion.

### **Complaints procedure**

Any complaints about the sex education curriculum should be made to the Head Teacher who will report to the Governors via the Curriculum committee.

### **Parental Partnership**

Under the Education Act 1993 parents have the right to withdraw their children from all or part of the sex education programme that does not fall within the National Curriculum. In fact, very few parents exercise the right.

Parents wishing to exercise that right are asked to contact the Key Stage Co-ordinators and they can be reminded of the opportunity to preview the materials before making a final decision although they are under no obligation to do so.

Once a child has been withdrawn they cannot take part in later sex education without parental approval.

# Blackfen School for Girls

## Appendix 2 Relationships and Sex Education

In Key Stages 3 and 4, pupils should be taught: how to maintain physical, mental and emotional health and wellbeing including sexual health about parenthood and the consequences of teenage pregnancy. Pupils should learn about how to deal with risky or negative relationships, including all forms of bullying and abuse, sexual and other violence and online encounters. Finally, they should learn about the concept of consent in a variety of contexts.<sup>1</sup>

### Strategic Plan 2019:

The aim is to plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.

Key Stage	Topic	Method of delivery	How impact will be measured
KS3	<b>Reproduction</b> in humans, including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilization, gestation and birth.	Biology KS3	Assessment in line with National Curriculum
	<b>Express Yourself</b> Pupils consider behaviour that carries high risks and learn strategies for moving away from those kinds of behaviour. Pupils identify what makes a relationship healthy.	Challenge Day	Monitor referrals via room 2
	<b>Online Safety</b>	Computing lessons	Assessment in line with National Curriculum
	<b>Domestic Violence</b> 1-hour session focusing on safe relationships delivered by Bexley's Woman's Aid	Challenge Day	Monitor referrals via room 2
	<b>Body Positive</b> 3 hours of teacher led sessions focusing on body image and consent.	Challenge Day	Monitor referrals via room 2
	<b>Female Genital Mutilation</b> (Forward external training group)	Challenge Day	No longer on offer due to budget constraints
	<b>Who am I?</b> – Working with National Portrait Gallery resources to	PPE 6 lesson learning project	Assessment in line with National Curriculum
	<b>E- safety workshops</b>	Extended assemblies delivered by external agency	Monitor referrals via room 2 Monitor referrals to the school police officer
KS3	<b>Contraceptive Methods</b> Pupils will consider different forms of contraception and their effectiveness	Biology	Assessment in line with National Curriculum
	<b>Criminal Justice System</b> Pupils are taught about personal safety on line and	Challenge Day	Monitor referrals via room 2

## Blackfen School for Girls

Key Stage	Topic	Method of delivery	How impact will be measured
<b>KS4</b>	in their local environment.		
	<b>Domestic Violence</b> 1-hour session focusing on safe relationships delivered by Bexley's Woman's Aid.	Challenge Day	Monitor referrals via room 2
	<b>Citizenship &amp; Religion GCSE</b> pupils learn about relationships as part of their study of Human Rights. In particular pupils are taught about same sex relationships and gender politics. The objective is to help pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media.	Citizenship & RE	Assessment in line with GCSE specifications
<b>KS5</b>	<b>Social Sciences Faculty</b> pupils learn about relationships as part of their study of social sciences. The teacher will provide a safe and supportive learning environment where young adults can develop the confidence to ask questions and challenge the information they are offered in a mixed gender setting expressing their views and opinions and putting what they have learned into practice in their own lives.	Sociology, Psychology, Health & Social Care, Politics and Childcare.	Assessment in line with A level, and BTEC specification
	<b>Pastoral programme</b> A variety of PSHE topics will be delivered in the 6 <sup>th</sup> form through guest speakers and form time.	Assemblies and challenge days coordinated by 6 <sup>th</sup> form team	Monitor referrals via room 2

### Teaching staff are responsible for:

- Delivering RSE consistently and in line with Blackfen School for Girls values, obligations, and their training.
- Modelling positive attitudes of equality, diversity, and inclusion.
- Managing and responding appropriately to the needs of individual students (e.g. those with special educational needs and disabilities).
- Any concerns about delivering RSE will be raised through the normal line management structure.

### Training:

- Blackfen School for Girls teaching staff are trained on the delivery of RSE as part of their induction and continuing professional development.
- Blackfen School for Girls also arranges for external experts to provide support and training to staff teaching RSE and/or to deliver some areas of RSE themselves.

### Send Students

- The policy of Blackfen School for Girls is that SEND students should follow the same RSE programme as all other students.
- When appropriate, and to ensure that the RSE Curriculum is accessible for all students, teaching will be differentiated, and content will be adapted to meet the needs of SEND students.
- This will be done on a case-by-case basis, through collaboration between mainstream teaching staff, staff who specialise in SEND students in general or work closely with particularly SEND students and wider support systems as appropriate (e.g. parents or carers and specialist agencies).

# Blackfen School for Girls

When delivering RSE to SEND students, the school will be mindful of:

- a. The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.
- b. The additional vulnerability that SEND students can face, to exploitation, bullying and other issues.
- c. The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of a condition or disability.

## **POLICY AND CURRICULUM DEVELOPMENT**

- Parents and Carers of Blackfen pupils are in the process of being consulted in the development of this Policy, to comply with compulsory requirements from the DfE.
- A consultation paper and questionnaire are being drafted and parents/carers will be given a 2-week window to respond.
- All staff will also be invited to respond to the consultation on this Policy.
- A series of pupil workshops are also being organized as part of this consultation process.
- Following the consultation process, this Policy and our RSE Curriculum will be amended to ensure that parent, staff and pupil views have been incorporated.