



## Buttershaw Business & Enterprise College RSE (Relationships and Sex Education) Policy

<b>Purpose of the policy</b>	To detail the RSE Policy for Buttershaw Business and Enterprise College
<b>Dated</b>	January 2025
<b>Contact</b>	Vicki Mason

<b>Named Governor:</b>	
<b>Monitoring of the Policy:</b>	Vicki Mason
<b>Reporting to:</b>	Head of School
<b>Date of submission:</b>	March 2023 February 2024 January 2025
<b>Next Review Date:</b>	

➤ **THE ETHOS OF BUTTERSHAW BUSINESS AND ENTERPRISE SCHOOL**



**AMBITION**



**RESILIENCE**



**COURTESY**



**KINDNESS**

At Buttershaw Business and Enterprise our values are:

- **Ambition** – We set ourselves challenging goals
- **Resilience** - We give it a go
- **Courtesy** – We are polite to everyone
- **Kindness** – We show we care about those around us.

**Introduction:**

Relationships and Sex Education (RSE) at BBEC aims to support young people through their physical, emotional and moral development from childhood to adolescence and into adulthood. We believe that Relationships and Sex Education is an essential part of a broad and balanced curriculum. It is delivered to all students in accordance with requirements of the DfE Sex and Relationships Education Guidance (2000) and the more recent Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 which are made under sections 34 and 35 of the Children and Social Work Act 2017. Under ‘Policy statement: relationships education, relationships and sex education, and personal, social, health and economic education’, RSE will become statutory in all schools from the summer term 2021 Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

**Aims:**

The aims of relationships and sex education (RSE) at our school are to ensure students learn about:

- Different types of relationships, including friendships, family relationships, intimate relationships,

- dealing with strangers;
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect health and wellbeing, including mental health;
- Healthy relationships and safety online; and
- Factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

The aims above are in line with the core expectations that we promote to all students: maintain a positive attitude, show respect for all and display high levels of commitment to being the best you can be. RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect and love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

**Definition:**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. We use the definition suggested by the PSHE Association “RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health”.

**Delivery of RSE:**

Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

RSE is taught within the school’s period 3 VIP (Values in Practice) sessions which incorporate the PSHE education curriculum. Biological aspects of RSE are taught within the science curriculum and through the religious education curriculum, sometimes in conjunction with external health agencies.

Across both Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

**RSE at Key Stage 3:**

At this age students are going through the early stages of puberty. The topics covered are:

- Changes to the body, emotions and mental health during puberty
- Human fertility
- Contraception
- Personal responsibility for Health (e.g. personal hygiene, healthy habits, internet use)
- The menstrual cycle
- Sexual Relationships and an individual’s health (including STIs, HIV and AIDs).
- Introduction to consent and thinking about personal boundaries and how to set them
- The effect of the media and the internet on body image

## **RSE at Key Stage 4:**

The topics covered in Key Stage 4 are:

- Human Fertility - how males and females differ in their fertility
- The impact of the internet and mobile technology on sexual issues and how this might be different for boys and girls.
- Pornography and the potential for it to affect their relationships and expectations
- Peer pressure and how it may affect the choices they make
- Choices and alternatives to different sexual situations.
- Consent in the context of relationships
- Self-care (breast and testicle examination)
- Healthy and unhealthy relationships
- Teenage parenthood

## **Roles and Responsibilities:**

### **The Governing Body**

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

### **Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This response is in line with our core values of maintaining a positive attitude, respect for others at all times and displaying high levels of commitment.

### **The Involvement of Parents and Carers:**

We are committed to working with parents and carers. We will offer support by:

- Making this document available on the school website and by providing hard copies free of charge upon request.
- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory 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. There is no right to withdraw from Relationships Education or Health Education.
- Requests for withdrawal should be put in writing, using the form in Appendix 2 and addressed to the Headteacher.
- A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

- Students who are withdrawn from sex education will be provided with appropriate and purposeful education on alternative statutory elements of personal safety and health education according to their year group.

**Training:**

Staff are trained on the delivery of RSE. The school 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 as well as augment the delivery of key principles to students

**Monitoring arrangements:**

The delivery of RSE is monitored by the school through the Quality Assurance programme of learning walks, lesson observation and student and staff voice as detailed in the school calendar.

Students’ development in RSE is monitored through the use of Rising Star data collected in RE and science. This policy will be reviewed every year. At every review, the policy will be approved by the Governing Body.

**Appendix 1: By the end of secondary school pupils should know**

TOPIC	PUPILS 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>

TOPIC	PUPILS 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>
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>

TOPIC	PUPILS 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>

**Appendix 2:****Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Tutor group	
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 THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.