



THE  
**Beaulieu Park**  
SCHOOL

# **RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY**

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## THE BEAULIEU PARK SCHOOL – RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION POLICY



### **Context and Rationale**

RSHE at The Beaulieu Park School is delivered through our Life Skills and Citizenship programme which follows the Jigsaw PSHE programme of study. Please see below for further information on how it is delivered in each of the school phases and the content covered.

### **Relationships and Sex Education (RSE) in the Primary school**

Effective relationships education makes a significant contribution to the development of the personal skills needed by students in order to establish and maintain positive, healthy relationships. It enables young people to make responsible and well-informed decisions about their health and wellbeing. The RSE Policy at The Beaulieu Park Primary School is based on the principle that RSE involves life-long learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It supports students in forming positive beliefs and attitudes about sex and sexuality, relationships and feelings. When we inform our pupils through RSE about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We carefully consider the age and maturity of the students and we do not use RSE as a means of promoting any form of sexual orientation.

### **Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) – Secondary**

The aim of RSE at The Beaulieu Park School is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Our curriculum will 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. It also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches what is acceptable and unacceptable behaviour in relationships. This helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

### **Subject Content**

At The Beaulieu Park School, Relationships and Sex Education (RSE), along with Relationships and Health Education, is taught using the accredited 'Jigsaw' PSHE programme. Lessons are used as a basis to explore the following content and knowledge and tailored to ensure the needs of the school community are met at each phase.

### Primary phase

In the primary phase, the RSE content is always taught in the summer term. This is within the 'Relationships' and 'Changing Me' sections of the Jigsaw programme. Sex education is covered within the 'Changing me' section.

### Primary content

In Reception, children will learn about:

Relationships	Changing me
Family life	Bodies
Friendships	Respecting my body
Breaking friendships	Growing up
Falling out	Growth and change
Dealing with bullying	Fun and fears
Being a good friend.	Celebrations

In Year 1, children will learn about:

Relationships	Changing me
Belonging to a family	Life cycles- animals and human
Making friends and being a good friend	Changes in me
Physical contact preferences	Changes since being a baby
People who help us	Difference between female and male bodies (correct terminology)
Qualities as a friend and person	Linking growing and learning
Self-acknowledgement	Coping with change
Being a good friend to myself	Transition
Celebrating special relationships	

In Year 2, children will learn about:

Relationships	Changing me
Different types of family	Life cycles in nature
Physical contact boundaries	Growing from young to old
Friendship and conflict	Increasing Independence
Secrets	Difference between female and male bodies (correct terminology)
Trust and appreciation	Assertiveness
Expressing appreciation for special relationships	Preparing for transition

In Year 3, children will learn about:

Relationships	Changing me
Family roles and responsibilities	How babies grow
Friendship and negotiation	Understanding a baby's needs
Keeping safe online and who to go to for help	Outside body changes
Being a global citizen	Inside body changes
Being aware of how my choices affect others	Family stereotypes
Awareness of how other children have different lives	Challenging my ideas
Expressing appreciation for family and friends	Preparing for transition

In Year 4, children will learn about:

Relationships	Changing me
Jealousy	Being unique
Love and loss	Having a baby
Memories of loved ones	Girls and puberty
Getting on and falling out	Confidence in change
Girlfriends and boyfriends	Accepting change
Showing appreciation to people and animals	Preparing for transition
	Environmental change

In Year 5, children will learn about:

Relationships	Changing me
Self-recognition and self-worth	Self-and body image
Building self-esteem	Influence of online and media on body image
Safer online communities	Puberty for girls
Rights and responsibilities online	Puberty for boys
Online gaming and gambling	Conception- including IVF
Reducing screen time	Growing responsibility
Dangers of online grooming	Coping with change
SMAART internet safety rules	Preparing for transition

In Year 6, children will learn about:

Relationships	Changing me
Mental Health	Self-image
Identifying mental health worries and sources of support	Body image
Love and loss	Puberty and feelings
Managing feelings	Conception to birth
Power and control	Reflections about change
Assertiveness	Physical attraction
Technology safety	Respect and consent
Take responsibility with technology use	Boyfriends and girlfriends

	<b>Sexting</b>
	<b>Transition</b>

\*The shaded columns highlight the areas of the curriculum that parents have the right to request their child be withdrawn from all or part of these areas. At The Beaulieu Park School, we will always carefully consider the appropriateness of each lesson's content, being mindful of each cohort's needs and maturity.

More detailed information about each lessons content and the rationale will be shared with parents well in advance of these elements being taught- at least the term before. As with any element of the curriculum, school staff will work closely with parents, sharing specific lesson plans, content and the resources used so that parents can make an informed decision.

## Secondary Phase

In the secondary phase, the Sex and Relationships Education content is always taught in the summer term for KS3 and extends to the Autumn and Summer Term at KS4

### Sex Education defined

The Beaulieu Park School define Sex Education as 'human reproduction and sexual behaviour', including:

1. How human reproduction can happen (e.g., sexual intercourse, IVF, surrogacy)
2. Anatomy and biology
3. Reproductive health, choices, rights and responsibilities
4. Sexual behaviour and sexual health, risks, reasons, rights and responsibilities

The Jigsaw programme of study followed at The Beaulieu Park School identifies the Department for Education statutory expectations highlighted below as core to this definition, and thereby is able to identify the Jigsaw Puzzles and lessons in each year group that include this content. The highlighted lessons below represent this and thus, are the lessons in which a parent or carer is able to submit a request for withdrawal. At The Beaulieu Park School, we will always carefully consider the appropriateness of each lesson's content, being mindful of each cohort's needs and maturity.

### By the end of Secondary School, students will know:

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

<ul style="list-style-type: none"> <li>• determine whether other children, adults or sources of information are trustworthy</li> </ul>
<ul style="list-style-type: none"> <li>• judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships</li> </ul>
<ul style="list-style-type: none"> <li>• how to seek help or advice if needed, including reporting concerns about others</li> </ul>

<b>Respectful relationships, including friendships</b>
<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 relationships</li> </ul>
<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>
<ul style="list-style-type: none"> <li>• how stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour</li> </ul>
<ul style="list-style-type: none"> <li>• that in school and 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> </ul>
<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help</li> </ul>
<ul style="list-style-type: none"> <li>• the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control</li> </ul>
<ul style="list-style-type: none"> <li>• what constitutes sexual harassment and violence and why these are always unacceptable</li> </ul>
<ul style="list-style-type: none"> <li>• the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal</li> </ul>

<b>Online and Media</b>
<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> </ul>
<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>• what to do and where to get support to report material or manage issues online</li> </ul>
<ul style="list-style-type: none"> <li>• the impact of viewing harmful content</li> </ul>
<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <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> </ul>
<ul style="list-style-type: none"> <li>• how information and data is generated, collected, shared and used online</li> </ul>

<b>Being safe</b>
<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> </ul>

- 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)

#### **Intimate and sexual relationships, including sexual health**

- 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
- 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\*
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause\*
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about the full range of contraceptive choices, efficacy and options available\*
- the facts around pregnancy including miscarriage\*
- 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)\*
- 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\*
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment\*
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment\*

#### **How subject content is taught and by whom**

RSHE at The Beaulieu Park School is delivered by fully trained members of staff. Staff training is delivered on a regular basis by the RSHE lead within each respective school phase to ensure content has been explored by teachers prior to delivery and misconceptions are addressed. Staff and student surveys allow content to be tailored to the needs of the student body and staff training to be targeted. The Beaulieu Park School ensure heteronormativity is not a focus in delivery of content, allowing; inclusive teaching and learning to take place, fostering a safe, respectful, non-judgemental environment where protected characteristics are embraced. Opportunities to link learning activities to law are sought to ensure students are afforded the capacity to make well informed choices and understand potential consequence.

#### **RSHE and SEND**

RSHE at The Beaulieu Park School (Primary and Secondary) ensures inclusivity within its delivery to make sure content is accessible for all students. Content is carefully reviewed with the SENCO and

LSA Team prior to delivery, ensuring any necessary adjustments to the delivery of content (even if in individual class bases) are made and additional provisions are put in place. Where educational needs demand, the RSHE lead will work directly with the SENCO to ensure students are supported with their individual needs to ensure an appropriate and effective delivery of RE or RSHE, depending on the school phase in which the student is based.

### **Monitoring and evaluation**

Confidence surveys are completed following the RSHE provision and used to further develop and refine its effective delivery. Secondary students observe assessment criteria for each of the topics covered, demonstrating learning through their tracker in the rear of their Life Skills and Citizenship exercise books. Lessons are created for staff by the RSHE lead and all teachers use this content, ensuring consistency in delivery across cohorts. Learning walks are undertaken to:

- provide opportunities to support during delivery if needed, and;
- ensure consistency in delivery across cohorts.

### **Working with parents/carers and the wider community**

The Beaulieu Park School understands the importance of ensuring families are an integral part of the development and implementation of our PSHE and RSHE programme. Consultations for analysis of our programme of study are undertaken within Governance meetings and approved bi-annually.

Our SENCO is the link between the school and our school nurse services as part of Virgin Health Care and we work closely to ensure our students are further supported with any points of discussion of support they feel can be sought from their provisions. We wholeheartedly support our students in their choices to seek support from our school nurse and respect confidentiality where safeguarding concerns do not present.

We also signpost Brook Sexual Health Service in order to further support families in our delivery of sex education across both phases.

There may be times when the school seeks to utilise appropriate agencies within the wider community to help support the delivery of specialist content. These agencies will be utilised to enhance teaching, not replace our trained staff.

### **Right to be excused from Sex Education in the Secondary phase only (commonly referred to as the right to withdraw)**

At The Beaulieu Park School, RSHE is designed to support and complement the role of parents/carers who have the prime responsibility for their child's relationships and sex education. Parents/carers have a right to withdraw their child from any or all of Sex education delivered as part of Relationships and Sex Education (RSE - Secondary) within our Life Skills and Citizenship programme. However, students may not be withdrawn from any of the Primary and Secondary areas of content:

1. Sex education within the Science National Curriculum
2. Relationships Education
3. Health Education

Parents wishing to withdraw their child are required to follow the preceding formalities:

1. Make an appointment to see the Head of primary/ secondary to have a discussion and seek further information about the lessons
2. If, following the meeting, parents/carers still wish to withdraw their child, they should put their request in writing, stating which part(s) of the programme they wish to withdraw their child from (see Appendix A for further information)

If a pupil is excused from Sex Education, they will receive appropriate, purposeful education during the period of withdrawal.

Please note the following considerations when making the decision to withdraw:

1. The possible detrimental effects that withdrawal might have on the child (including social and emotional effects of being excluded)
2. The likelihood of hearing peers' versions of what was said in class as opposed to what was said by the teacher
3. Parental requests to withdraw a child from any or all of sex education within RSE will be approved until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than to be withdrawn, The Beaulieu Park School will make arrangements to provide the child with sex education during one of those terms.
4. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the Principal may want to take a pupil's specific needs arising from their SEND into account when making this decision.

### **Safeguarding and Confidentiality**

All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Safeguarding Policy. Teachers will, however, understand that some aspects of RSE may lead to a pupil raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL or Deputy DSL will be alerted immediately. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

### **Related Legislation**

- Equality Act 2010
- Public Sector Equality Duty (April 2011) (s.149 of The Equality Act 2010)
- DfE (2020) 'Keeping children safe in education'
- DfE (2020) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- Children and Social Work Act 2017
- SEND Code of Practice: 0 to 25 years (September 2014)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)

**Related School Policies**

1. Life Skills and Citizenship Policy
2. Equal Opportunities Policy
3. SMSC Policy
4. Primary Behaviour Policy
5. Secondary Behaviour Policy

**This policy will be reviewed annually.**