



THE BEWDLEY SCHOOL

We fly with our own wings

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Adoption Date: April 2025
Person Responsible: Head of Personal Development

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop a sense of kindness, care, confidence and mutual respect for others in line with our school values
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To dispel myths and increase understanding and provide accurate information about relationships and sexual health issues.
- To develop personal, social and emotional skills relevant to all relationships e.g. communication, risk assessment and management, managing relationships, decision making, assertiveness, conflict management, helping others, seeking help and accessing and using services.

2. Statutory requirements

As a maintained secondary school, we must provide RSE to all pupils under the Children and Social Work Act 2017.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Bewdley School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with Governors, staff and parents/carers. The consultation and policy development process involved the following steps:

1. Review – Head of Personal Development pulled together all relevant information including relevant national and local guidance

2. Governors – Reviewed the policy and made recommendations
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
4. Parent consultation
5. Ratification – once amendments were made, the policy was shared with all members of the school community and ratified

4. 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.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with WISH Worcestershire Integrated Sexual Health Advisor, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

6. Delivery of RSE

RSE is taught within our Personal Development curriculum which is delivered through structured programme of lessons, drop down days, assemblies, workshops and a comprehensive tutor package. In years 7-9, students have designated Personal Development lessons and as part of these lessons, in year 7 and 8 students are taught as single-gender groups for the more sensitive elements of the RSE content. At KS4, personal development is also delivered through 6 drop down days across year 10.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

An overview of learning in each year group can be found on the school website.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Ground rules, anonymous question boxes and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Staff will use their skills to explain and discuss issues clearly and explicitly maintaining a balanced and sensitive approach and ensuring that students are aware of the correct vocabulary, alongside their own terminology. A variety of resources are used in both key stages to teach the units and resources are regularly reviewed by the Head of Personal Development. PD newsletters are sent out half termly to inform parents/carers of specific lesson content being covered in that half term. The newsletter also provides a link to this RSE policy.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' their diverse experiences, including those with special educational needs and disabilities.
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that all pupils learn about these topics in an environment that's appropriate for them, for example in whole-class mixed gender setting or smaller single sex group as well as 1-to-1 discussions.
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance

- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

External organisations are often used to deliver some of our PD content and we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that a teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 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/carers 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.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within 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.

Requests for withdrawal should be put in writing and addressed to the headteacher, who will discuss the request with parents/carers and take appropriate action.

Where students are withdrawn from planned RSE, they will be accommodated in an alternative venue. However, they may not be withdrawn from other lessons or areas of school life where discussion around relationships and sex education could arise spontaneously.

10. Training

The Head of Personal Development receives regular CPD on key RSE areas which are filtered down to the rest of the staff when needed. Staff are also provided with regular CPD opportunities.

11. Safeguarding

Teachers are aware that effective RSE can at times lead to a disclosure of a child protection issue and where this happens, staff know to follow the school's policy for recording disclosures i.e. CPOMS using the safeguarding portal

12. Monitoring arrangements

The delivery of RSE is monitored by the Head of Personal Development through work scrutinies and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Head of Personal Development annually. At every review, the policy will be approved by the Governing body.