



RELATIONSHIPS AND SEX EDUCATION POLICY

School Policy/Procedure No: 29

The Policy was formally adopted by the Governing Body on:	Date: November 2024
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A MORAL FRAMEWORK FOR SEX AND RELATIONSHIPS EDUCATION

Relationships and sex education (RSE) is a difficult issue which places demands on schools and teachers, but it is an important part of our students' preparation for adult life.

- The purpose of relationships and sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction.
- At the same time it should lead to the acquisition of understanding and attitudes which prepare students to view their relationships in a responsible and healthy manner.
- It must not be value-free; it should also be tailored not only to the age but also to the understanding of students.
- The school's programmes of relationships and sex education should therefore aim to present facts in an objective, balanced and sensitive manner, set within a clear framework of values and an awareness of the law on sexual behaviour.
- Students should accordingly be encouraged to appreciate the value of stable family life, marriage and the responsibilities of parenthood.
- They should be helped to consider the importance of self-restraint, dignity, respect for themselves and others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity.
- They should be enabled to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour, and to accept that both sexes must behave responsibly in sexual matters.

We need to acknowledge that many students come from backgrounds that do not reflect such values or experiences. Sensitivity is therefore needed to avoid causing hurt and offence to them and their families; and to allow such children to feel a sense of worth.

SEX AND RELATIONSHIPS EDUCATION: SCHOOL'S LEGAL OBLIGATIONS

Secondary Schools

All secondary schools are required under The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, to make relationships and sex education compulsory for all students in secondary schools.

Schools are free to determine how to deliver the content set out in the guidance in the context of a broad and balanced curriculum.

At Beauchamps, relationships and sex education is taught as a bespoke programme of lessons in years 7, 8 and 9 as part of the Social Studies curriculum, and is highlighted in a cross curricular programme including subject such as Science, Computing/ICT, ERP and PE.

KS4 coverage can be found through focused 'Impact Days'. We also have a tutor time programme consisting of one 20 minute session per week in year 7, 8, 9 and 11 to support the curriculum being taught in Social Studies and to allow students to explore further areas of the RSE and PSHE curriculum. There are also additional sessions delivered by external agencies including Essex Police, school nursing and Brook.

Objectives

By the end of Secondary School:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p>Families</p>	<p>Students should know</p> <ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • 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. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • 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.
<p>Respectful relationships, including friendships</p>	<p>Students should know</p> <ul style="list-style-type: none"> • 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. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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

	<p>encourage prejudice).</p> <ul style="list-style-type: none"> • That in school and in a 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 peoples beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • 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.
<p>Online and Media</p>	<p>Students should know</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • 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. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • 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. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries several penalties including jail. • How information and data is generated, collected, shared and used online.
<p>Being Safe</p>	<p>Students should know</p> <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and

	<p>FGM, and how these can affect current and future relationships.</p> <ul style="list-style-type: none"> • 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).
<p>Intimate and sexual relationships including sexual health</p>	<p>Students should know;</p> <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspect 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, resisiting pressure and not pressuring 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 and 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 differently 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 STI's, 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.

Equality

This policy is written in compliance with The Equality Act 2010. Relationship and Sex Education (RSE) at Beauchamps is accessible for all students.

The Role of Parents

The prime responsibility for bringing up children rests with parents. We therefore recognise that parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by Beauchamps High School is complementary and supportive to the role of parents, and has regard to parents' views about its content and presentation.

The Right to Withdraw Students

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the Headteacher or delegated Senior Leader to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the Headteacher or delegated Senior Leader discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect their parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the Headteacher or delegated Senior Leader may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil received appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for Governing Bodies, Proprietors, Headteachers, Principals, Senior Leadership Teams, Teachers.

DfE 2020

Consultation with Parents

The school consulted with parents on this policy in October 2021, and provides the opportunity for annual review through our Staff and Parent Forum, with the most recent meeting being in November 2024. The policy is made available on the school website and comments or questions about RSE can be emailed to admin@beauchamps.essex.sch.uk.

NHS support with Relationships and Sex Education (RSE)

For students who wish to discuss any issues with a school nurse there is a drop-in service which runs once a month at lunchtime in the NHS room at school. The school can also support by signposting to the Great Oaks sexual health clinic.

Parent/Carer guide to Relationships and Sex Education (RSE)

For further guidance on Relationships and Sex Education (RSE) please open the link below;

[Understanding Relationships, Sex and Health Education at your child's secondary school: A guide for parents \(Appendix 1\)](#)

Note: All data on relationships and sex education stored in school is only shared in accordance with the school's Privacy Notice (eg other educational establishments, Local Authority, DfE)

