



Relationships & Sex Education Policy

Chair of Governors	24.01.2023	Ratified by Governing Body	
Last reviewed:		Next review due by:	January 2024

Table of Contents

1. Background and definitions	2
2. Aims.....	2
3. How will it be taught?	4
4. Confidentiality.....	4
5. Child Protection Procedures	5
6. Exemption of Children from Teaching.....	5
7. Training.....	5
8. Roles and responsibilities	6
9. Monitoring arrangements.....	7

1. Background and definitions

It is a legal requirement for schools to produce a sex education policy statement. At Bow School, we recognise that sex and relationships education is a crucial part of preparing students for their lives now and in the future as adults and parents.

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to the [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

Sex & Relationships Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. RSE is not about the promotion of sexual activity.

Parents may ask for a copy of this RSE Policy, free of charge, from School Reception. This policy can also be downloaded from the Bow School website. The procedures for parents wanting to exempt their child from the non-statutory elements of RSE are on page 5 of this document.

2. Aims

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

We will also:

- provide opportunities for all students to learn and achieve;
- promote the spiritual, moral, cultural, emotional and physical development of students;
- assist students in understanding their present needs and situations;
- prepare students for the opportunities, responsibilities and experiences of adult life;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Create a positive culture around issues of sexuality and relationships.
- Signpost students to external agencies and platforms that can support them at the end of each session including The Sharp System for both anonymous and identified reporting on incidents/concerns.

We will do this by aiming to:

- develop a greater understanding of the nature of relationships and the responsibilities of the individual;
- promote good health – physical, emotional and social;
- promote a sense of self-worth and wellbeing;
- promote respect for self and others;
- encourage students to respect, affirm and value their own and others' sexuality;
- assist students to avoid sexually abusive relationships, unplanned pregnancies and sexually transmitted infections, including HIV; and
- increase awareness of the law on sexual behaviour.

Students will be encouraged to talk openly and their questions will be answered honestly in a way that respects diversity of culture, gender and family forms but does not require any individual, staff or student to give a personal account, or in any way exceed boundaries of professional conduct. These principles will be established through Ground Rules for lessons and discussions.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

3. How will it be taught?

The PSHE Co-ordinator will co-ordinate RSE. To ensure a whole school approach the school's RSE programme will be delivered in a variety ways:

- By teachers (who have received PSHE training) during tutor time session.
- Through other subjects/curriculum areas e.g. Science lessons.
- Through Key Stage or Year Assemblies.
- During PSHE lessons, delivered by trained staff, in KS3,4 and 5

Where teachers do not feel secure in their knowledge, skills and understanding as they relate specifically to RSE, training will be provided. Training will also be provided to inform teachers of updates in statutory requirements, guidance and LEA policy.

4. Confidentiality

Teachers may become party to sensitive information about students, some of this perhaps relating to illegal activity. All staff must be clear about the rules of confidentiality and reporting:

- That teachers cannot offer students unconditional confidentiality.
- That teachers should make it clear to students that some information may need to be passed on in the student's best interests and that they will be informed when this is a necessity.
- That teachers need to reassure students that if confidentiality is to be broken they will be told beforehand of the reason and offered support as appropriate.
- Teachers are not obliged to pass on information about students to their parents/carers.
- That information about behaviour that is likely to cause harm to the student or to others must be dealt with in line with the school's Child Protection procedures and passed on to the appropriate agency.
- Guidance about who needs to know in particular instances – information about students should not be passed on indiscriminately – i.e. need to know, not right to know.
- In the case of illegal activity, action should be taken in the best interests of the student. This may not necessarily involve informing the police in every instance.

Furthermore:

- If the teacher believes the student is at moral or physical risk or in breach of the law, it is their duty to ensure that he is aware of the risks and encourage them to seek support from their parent where appropriate.
- External agencies working with students are made aware of, and abide by, the school's Confidentiality procedures. If the visitor is providing individual advice and support directly to students, they may be following different guidelines on confidentiality and students need to be made aware of this. For instance, school nurses and counsellors are bound by their own professional code of confidentiality in their work with young people.

Teachers should explain and reinforce the need for Ground Rules in lessons to protect students from making personal disclosures in whole-class settings.

5. Child Protection Procedures

From time to time a teacher may become aware of information that they feel is a child protection issue. Where this is the case, they should take such information directly to the school's Designated Safeguarding Lead. If the member of staff is unsure as to whether the information is an issue of child protection the Designated Safeguarding Lead's advice should be sought.

The Designated Safeguarding Lead at Bow School is Mehmet Emin.
The Child Protection Officer is Patricia Mulholland and Theresa Lyne.

All references to Child Protection and the Child Protection Procedures are outlined in the Bow School Safeguarding and Child Protection Policy.

Exemption of Children from Teaching

Parents have the right to exempt their children from part or all RSE provided other than that required in the National Curriculum for Science. Parents wishing to exempt their child should do the following:

- Familiarise themselves with the RSE Policy, a copy of which is available, free of charge, on request, or by downloading from the school website.
- Outline in writing, to the Head teacher, the reasons for wanting to withdraw their child from RSE.

The school will make arrangements for the supervision of their child following his/her withdrawal from RSE. Alternative work will be arranged for that child by Bow School.

6. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. This includes training on normalised sexualised behaviour and how to respond and report it.

The School may also invite visitors from outside, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

7. Roles and responsibilities

9.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Head teacher to account for its implementation.

The Governing Board will hold the Head teacher to account for the implementation of this policy.

The Governing Board has delegated the approval of this policy to Dr Phillip Bennett-Richards

Parents have been consulted on this policy annually as and when it is reviewed.

9.2 The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE

9.3 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 wish them to be withdrawn from the non-statutory/non-science 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.

A teaching list is available on our website

9.4 Pupils

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

10. Monitoring arrangements

The delivery of RSE is monitored by PSHEE Co-ordinator and Senior Leaders through:

- Learning walks
- Subject reviews
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mehmet Emin annually. At every review, the policy will be approved by the Head teacher and Governing Board.