

Relationships and Sex Education (RSE) Protocol 2026-27

School policy statement

At Beckfoot Oakbank, it is our priority to ensure that all students access a curriculum that inspires all learners to be confident communicators, knowledgeable and expert learners, committed community contributors and future-ready young people. Relationship and sex education (RSE) forms a key part of their curriculum experience and Personal Development education. Today's children and young people are growing up in an increasingly complex world. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, both physically and mentally, including risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment, and help young people to become successful and happy adults who make meaningful contributions to society.

1. Aims

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

- Enable pupils to learn about what makes healthy relationships, including with family, friends and online, how to recognise unhealthy behaviours in relationships and how to seek help if they feel unsafe.
- Support pupils to develop self-respect, confidence, and empathy.
- 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.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teaching will be age appropriate and will respect the diversity of families and faith in our community. RSE is not about the promotion of sexual activity.

2. Policy development

This policy will be developed in consultation with staff, pupils and parents as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships and sex education programme. This process involved the following steps:

- Trust Review – a working group of senior leaders from across the Trust, pulled together all relevant information including national and local guidance.
- Parent/stakeholder consultation – parents and any interested parties are invited to complete a survey, offer comment on the policy, look at examples of resources, and make recommendations. Parents can view the PHSE and RSE curriculum overview on the school's website [PSHCE at Beckfoot Oakbank – Beckfoot Oakbank School](#)
- Pupil consultation – we will speak to pupils about the skills they would like to learn.
- Ratification – once amendments are made, the policy was ratified by the Local Schools Committee (LSC), and this was notified to the Trust Board.

3. Statutory requirements

All secondary pupils must be taught relationships and sex education. This applies to every school whether it is maintained, academy, free school or independent. The government is introducing new statutory guidance from September 2026. This guidance can be found at [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Pupils are taught RSE as part of our universal PHSE offer in school. This includes 7 dedicated 1 hour taught lessons across Y7 - 13

Accessibility for all children, including those with special educational needs or disabilities (SEND)

One of the key changes in the new RSHE guidance is the introduction of seven evidence-based Guiding Principles, as follows:

Engagement with pupils: This acknowledges the importance of meaningful engagement with learners to ensure the curriculum is relevant and engaging. In relation to SEND this might involve recording engagement with lessons that learners may have communicated through their physical reactions and facial expressions; all the way to pupil surveys, but it's something we can involve all learners in.

Engagement with parents: As we know, consistency with messages is key, so getting parents and carers on board with our RSE teaching and involved from as early as possible is important. Normalising, the use of scientific terms for the genitals and its importance for safeguarding is crucial for parents to understand. Sharing the language and key concepts we are teaching as we go, means parents can be reinforcing and teaching the concepts in the home context too.

Positivity: Part of teaching positive attitudes is about our learners seeing themselves reflected in RSE, by talking about all aspects of their identity including their SEND through a strength-based lens. Only through building self-esteem and self-awareness can young people advocate for themselves. It's also about normalising difficulty in relationships, such as dealing with rejection and giving skills and tools for navigating challenging situations and times.

Careful sequencing: All learners need to be able to access the whole breadth of the RSE curriculum in a way that is age, stage and developmentally appropriate to them. Even the secondary topics that are most nuanced and adult-themed can be simplified to be accessible to our learners with the most complex needs. It's about finding and starting with the most fundamental underlying concepts and skills and how they apply in different contexts, building towards those skills needed for adulthood, just as we do with all other subjects. The guidance is also clear that an effective preventative approach means beginning learning early.

Relevant and responsive: This gives specialist settings the go ahead to really tailor their provision to the needs of their young people, based on educator assessment and relationship building with their students and the wider school community.

Skilled delivery: All teaching and support staff need to feel comfortable and confident in having RSE conversations and understand the role it plays in our students leading healthy, safe and fulfilling lives. Understanding staff feelings about the subject can help break down barriers, along with opportunities to work with colleagues to think about how the curriculum can be made relevant and accessible to their learners. Some settings have found Autistic students were less likely to consistently attend PSHE/RSE lessons so staff being aware of potential barriers for students engaging in sessions is important and how they can create safer environments for participatory RSE (NIHR, 2024)

Whole school approach: It's crucial that all staff understand their role in teaching RSE through their everyday interactions with each other and the pupils. We are always modelling interactions and relationships and can take numerous opportunities every day to demonstrate healthy, respectful relationships, consent to touch, privacy and how to communicate boundaries and feelings in a way which is clear and balances the needs of

others. Particularly for our students with the most complex needs, applying and generalising skills in context is where a lot of our teaching and learning will take place.

4. Links to other policies and curriculum subjects

No opportunity is missed by staff to reinforce, teach and deliver the RSE curriculum, covering the breadth of our curriculum. Year 7-13 have a one hour taught PSHE lesson per week on the curriculum taught by humanities, PE and science department teaching staff, one PSHE plus session delivered once a week during form time by form tutors and various themes covered in assemblies and morning meetings.

PSHE is a wide -reaching, weekly curriculum provision that is 'well considered and comprehensive' (Ofsted) and it embraces all elements of Relationships, Health and Sex Education covering the statutory requirements. The lessons are delivered by an PSHE teacher each week The Y7 -Y13 lessons are tiered to ensure the information and learning is age -appropriate.

It is delivered covering the main themes of mental and physical health, Relationships and sex education, careers and future pathways, rights, responsibilities and values, staying safe, finance, world issues and well-being.

In Y9 students have a bespoke curriculum which covers three modules of religious education looking into relationships and marriage, careers and response to poverty as an inequality within the world and the beliefs and teachings from the six major world faiths of Hinduism, Judaism, Christianity, Islam, Buddhism and Sikhism in order to provide an education in religion and non-religious views.

Form tutor time and assemblies complement, reinforce, and are closely linked to our PSHE curriculum.

The vast majority of statutory requirements for RSE and Health education requires pupils to learn about the main changes which take place in adolescence, and implications for emotional and physical health. This is mainly delivered through the PE curriculum, the PSHE+ tutor programme, assembly programme as well as drop -down days and events delivered by expert external providers.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Self-regulation Science Self-concept Strategies Habits Practice Practice	RSE- respectful relationships Friendships Healthy relationships Relationships and social media What do modern families look like- Role of parents (and adoption) Healthy bodies Puberty	Staying safe Healthy eating Addiction - Smoking Bullying Internet Safety Cyberbullying	Celebrating diversity and equality Your Rights What is law Breaking the law The Criminal Justice System Protected characteristics- the law	Rights, responsibilities and values Prejudice and discrimination Three Stephens Malcolm X and Martin Luther King Gandhi Overcoming prejudice Standing up for yourself and others	Mental and physical health Understanding your feelings Managing emotions Sleep routine Doing things that make you feel better Valuing yourself (inc. hygiene)
8	Staying safe Using social media responsibly Verbal abuse and inappropriate use of language Grooming and exploitation County Lines Cyber bullying Online safety ambassador	RSE- Respectful relationships Empathy, love and relationships Making and breaking friendships Unhealthy relationships- Sexuality- Portrayal of sex in the social/media- Can you say that- Define what is meant by political correctness. Radicalisation	Staying safe Drugs- alcohol and caffeine Drugs- smoking and vaping Consent STIs Contraception Abortion	Celebrating diversity and equality Equality Act Equality Act Multi-cultural Britain What is your identity? What is culture?	Rights, responsibilities and values Importance of politics Running the country Main political parties Voting in elections Debating in parliament Civil liberties and civil rights	Mental and physical health Recognizing emotions Managing emotions and self-care Growth mindset and fixed mindset Building inner confidence How to fix almost anything
9	RSE Stereotypes Sexual harassment and violence Role of parents Domestic abuse Violent behaviour and coercive control- Civil liberties and civil rights Equality Act	Families and marriage within religion Marriage, Roles and Stereotypes Marriage in Hinduism Marriage in Buddhism Marriage in Sikhism Marriage in Judaism Marriage in Christianity Marriage in Islam	Careers Aspirations Careers and STEM Option choices and education pathway Personal branding Personal data and GDPR Media literacy and fake news and AI	Careers within faith Careers within Judaism Careers within Christianity- stereotypes Careers within Islam Careers within Hinduism Careers within Buddhism/Sikhism	Rights, responsibilities and values Democracy Electoral system British values Legal system in the U.K. Nato, UN and forms of world government Supporting and welcoming others	Faith responses to world inequalities How do Jews respond to poverty? How do Christians respond to poverty? How do Muslims respond to poverty? How do Hindus/Buddhists respond to poverty? How do Sikhs respond to poverty?
10	RSE Relationships and sex education- Pornography- Sexual exploitation Forced and arranged marriages Peer-on-peer abuse Trafficking and modern slavery	World issues and well-being Positive mental health Male suicide Gender identities Gender inequality Gender discrimination	Finance Finance payments Consumer rights Gambling Cost of living and the current economy Credit and Debt Debt documentary	Rights, responsibilities and values UDHR Development of UDHR Freedom of speech Censorship Electoral systems and voting House of Commons/government	Celebrating diversity and equality Identity Multiculturalism Community cohesion British values Religious tolerance World cultures and diversity	Careers Labour market information Career paths and LMI Stereotypical thinking and aspirations STEM subjects and careers Future study options Belief in the world major faiths
11	RSE Safer sex Pregnancy and choices Young parenthood Indecent images Sexual assault Gender diversity	Future choices Choices at post-16 Managing my profile Skills for work or training Personal statements and C.V.s Preparing for an interview	Finance Financial survival skills Student loans Income and expenditure Insurance How public money is raised and spent Pensions and other financial services	Rights, responsibilities and values Is the U.K. a tolerant country? How are we responsible for our world? How can we value difference? Support for the wider community How can we be a responsible citizen? How important is globalization?	Revision	Y9-11 PSHE Sol session of RE Y10 and 11- x1 drop-down/external visitors faith day
12	Staying safe Safe driving Driving dangers Gaming and gambling What is extremist behaviour Gangs and organised crime Community impact of crime Kidnap gangs	RSE and health Contraception and choices Sexual health and STI's Pregnancy Young parenthood Online dating Ending intimate relationships Impact of separation and loss in relationships Suicide Young adult illnesses	Careers Following your aspirations Networking Organisation and time-management Problem-solving Budgeting and debt Renting or buying	Careers Goal setting and contingency planning My next steps What courses are available How to write a personal statement Higher education Student finance	Rights, responsibilities and values Human superiority Dominion and stewardship Animal testing AI vs Humans The soul	

The Science curriculum includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, fertilisation, gestation, birth, infections, and responses (including HIV/AIDS) as well as puberty talks.

The curriculum for Computing covers e-safety. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support. There continues to be no right of withdrawal from any part of the school curriculum except for sex education lessons. The content of relationships education is supported by our Anti-Bullying policy, Trust Equality, Religious and Cultural Needs policy, and Child Protection and Safeguarding Policy.

5. Delivery of RSE

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy, and maternity. The school environment reflects, values, and celebrates the diversity of our community.

Across all key stages, pupils will be supported with developing the following skills:

- Becoming knowledgeable and expert learners
- Committed community contributors

- Confident communicators
- Future ready learners

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information, facilitating discussions, and exploring issues and values. Lessons will be delivered either by teaching staff within lessons or assemblies, by form tutors through a CIAEG programme or by expert outside agencies via drop down days or smaller group sessions.

The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes which are set out below. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour, and sexual health, as detailed in section 7.

Teachers need to feel confident to deliver RSE topics in a safe and supportive setting within their classroom.

A comfortable, supportive and safe environment is essential for effective learning in the PSHE classroom. PSHE covers a wide range of sensitive and sometimes emotive topics, lessons depend on positive and respectful participation from pupils. Establishing clear PSHE and RSE ground rules helps ensure every student feels involved, valued and safe during discussions in PSHE (Personal, Social, Health and Economic education) and RSE (Relationships and Sex Education) lessons.

PSHE ground rules help teachers maintain an inclusive and safe classroom environment. They outline how pupils should behave, listen and contribute, ensuring discussions remain respectful and supportive. Clear PSHE and RSE ground rules are especially valuable when teaching sensitive topics such as relationships and puberty education, helping pupils learn with confidence and understanding.

1. Listen Respectfully

Every pupil must be respectful towards others in the class. No one should interrupt or talk over another person, and everyone should value each other's thoughts. This encourages empathy and models kindness, both of which are core aims of PSHE.

2. Use Kind Language

Important and sensitive topics are discussed in PSHE and RSE lessons, so suitable language should always be used by pupils and teachers. This means avoiding slang, rude or hurtful terms. Teachers can guide children to use appropriate vocabulary when talking about family, friendships and relationships.

3. Respect Others' Views

Pupils in the same class may share different views and opinions. PSHE ground rules should make clear that everyone must respect the opinions of others, even when they disagree. Making someone feel embarrassed or wrong for sharing their personal beliefs is unkind, and pupils should be reminded to practise mutual respect at all times.

4. Take Part Positively

Everyone should take part in PSHE and RSE lessons. Teachers should never pressure pupils to speak about anything they are uncomfortable with, always respecting personal boundaries. The level of contribution will vary, but every pupil's voice should be heard and valued equally.

Families

- There are different types of committed stable relationships.
- How these relationships contribute to happiness and their importance for bringing up children.
- What marriage is, including its legal status compared to other types of long-term relationships.
- Why marriage is an important relationship choice for many couples and why it must be entered into freely.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising 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, how to seek help or advice, including reporting concerns about others.

Respectful relationships

- Characteristics of positive and healthy friendships (including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual) relationships.
- Practical steps for a range of 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 encourage prejudice).
- In school and in wider society young people 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.
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

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.
- 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.

Online and media

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.
- 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.
- What to do and where to get support to report material or manage issues online.
- 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.
- Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared, and used online.

Being safe

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour -based violence and FGM.
- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context.

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics of healthy one -to-one intimate relationships.
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively.
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility.
- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure, and not pressurising others.
- Young people have a choice to delay sex or to enjoy intimacy without sex.
- Facts about the full range of contraceptive choices, efficacy, and options available.
- Facts around pregnancy including miscarriage.

- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options).
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- Sources of advice, including how to access confidential sexual health advice and treatment.

Mental wellbeing

Curriculum content:

1. How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
2. The benefits and importance of physical activity, sleep, time outdoors, community participation and volunteering or acts of kindness for mental wellbeing and happiness.
3. That happiness is linked to being connected to others. Pupils should be supported to understand what makes them feel happy and what makes them feel unhappy, while recognising that loneliness can be for most people an inevitable part of life at times and is not something of which to be ashamed.
4. That worrying and feeling down are normal, can affect everyone at different times and are not in themselves a sign of a mental health condition, and that managing those feelings can be helped by seeing them as normal.
5. Characteristics of common types of mental ill health (e.g. anxiety and depression), including carefully presented factual information about the prevalence and characteristics of more serious mental health conditions. This should not be discussed in a way that encourages normal feelings to be labelled as mental health conditions.
6. How to critically evaluate which activities will contribute to their overall wellbeing.
7. Understanding how to overcome anxiety or other barriers to participating in fun, enjoyable or rewarding activities – that it's possible to overcome those barriers using coping strategies, and that finding the courage to participate in activities which initially feel challenging may decrease anxiety over time rather than increasing it.
8. That gambling can lead to serious mental health harms, including anxiety, depression, and suicide, and that some gambling products are more likely to cause these harms than others.
9. That the co-occurrence of alcohol/drug use and poor mental health is common and that the relationship is bi-directional: mental health problems can increase the risk of alcohol/drug use, and alcohol/drug use can trigger mental health problems

or exacerbate existing ones. That stopping smoking can improve people's mental health and decrease anxiety.

Wellbeing online

Curriculum content:

1. About the benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
2. The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image); how people may curate a specific image of their life online; the impact that an over-reliance on online relationships, including relationships formed through social media, can have.
3. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
4. The risks related to online gambling and gambling-like content within gaming, including the accumulation of debt.
5. How advertising and information is targeted at them and how to be a discerning consumer of information online, understanding the prevalence of misinformation and disinformation online, including conspiracy theories.
6. The risks of illegal behaviours online, including drug and knife supply or the sale or purchasing of illicit drugs online.
7. The serious risks of viewing online content that promotes self-harm, suicide or violence, including how to safely report this material and how to access support after viewing it.

Physical health and fitness

Curriculum content:

1. The characteristics of a healthy lifestyle, including physical activity and maintaining a healthy weight, including the links between an inactive lifestyle and ill-health, including cardiovascular ill-health.
2. Factual information about the prevalence and characteristics of more serious health conditions.
3. That physical activity can promote wellbeing and combat stress.
4. The science relating to blood, organ and stem cell donation.

Healthy eating

Curriculum content:

1. How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay, unhealthy weight gain, and cardiovascular disease.
2. The risks of unhealthy weight gain, including increased risks of cancer, type 2 diabetes and cardiovascular disease.
3. The impacts of alcohol on diet and unhealthy weight gain.

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about which drugs are illegal, the risks of taking illegal drugs, including the increased risk of potent synthetic drugs being added to illegal drugs, the risks of illicit vapes containing drugs, illicit drugs and counterfeit medicines, and the potential health harms, including the link to poor mental health.
2. The law relating to the supply and possession of illegal substances.
3. The physical and psychological risks associated with alcohol consumption. What constitutes low risk alcohol consumption in adulthood, and the legal age of sale for alcohol in England. Understanding how to increase personal safety while drinking alcohol, including how to decrease the risks of having a drink spiked or of poisoning from potentially fatal substances such as methanol.
4. The physical and psychological consequences of problem-use of alcohol, including alcohol dependency.
5. The dangers of the misuse of prescribed and over-the-counter medicines.
6. The facts about the multiple serious harms from smoking tobacco (particularly the link to lung cancer and cardiovascular disease), the benefits of quitting and how to access support to do so.
7. The facts about vaping, including the harms posed to young people, and the role that vapes can play in helping adult smokers to quit.

Health protection and prevention, and understanding the healthcare system

Curriculum content:

1. Personal hygiene, germs and how they are spread, including bacteria and viruses, treatment and prevention of infection, and about antibiotics.
2. Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste and cleaning between teeth, reducing consumption of sugar-containing food and drinks, and regular check-ups at the dentist.
3. How and when to self-care for minor ailments, and the role of pharmacists as knowledgeable healthcare professionals.
4. The importance of taking responsibility for their own health, and the benefits of regular self-examination and screening.
5. The facts and scientific evidence relating to vaccination, immunisation and antimicrobial resistance. The introduction of topics relating to vaccination and

immunisation should be aligned with when vaccinations are offered to pupils. –
School nurse?

6. The importance of sufficient good-quality sleep for good health, the importance of screen-free time before bed and removing phones from the bedroom, and how a lack of sleep can affect weight, mood and ability to learn.

7. The importance of healthy behaviours before and during pregnancy, including the importance of pre-conception health, including taking folic acid. The importance of pelvic floor health. Information on miscarriage and pregnancy loss, and how to access care and support.

8. How to navigate their local healthcare system: what a GP is; when to use A&E / minor injuries; accessing sexual health and family planning clinics; the role of local pharmacies; and how to seek help via local third sector partners which may have specialist services.

9. The concept of Gillick competence. That the legal age of medical consent is 16. That before this, a child's parents will have responsibility for consenting to medical treatment on their behalf unless they are Gillick competent to take this decision for themselves. Pupils should understand the circumstances in which someone over 16 may not be deemed to have capacity to make decisions about medical treatment.

Personal safety

Curriculum content:

1. How to identify risk and manage personal safety in increasingly independent situations, including around roads, railways – including level crossings – and water (including the water safety code), and in unfamiliar social or work settings (for example the first time a young person goes on holiday without their parents).

2. How to recognise and manage peer influence in relation to risk-taking behaviour and personal safety, including peer influence online and on social media.

3. How to develop key social and emotional skills that will increase pupils' safety from involvement in conflict and violence. These include skills to support self-awareness, self-management, social awareness, relationship skills and responsible decision making, as well as skills to recognise and manage peer pressure.

4. Understanding which trusted adults they can talk to if pupils are worried about violence and/or knife crime.

5. The law as it relates to knives and violence. Content and examples should relate to the local context and avoid using fear as an educational tool. Children should be taught that carrying weapons is uncommon, and should not be scared into the perception that many young people are carrying knives (which can lead to the misconception that they need to carry a knife too).

6. The risks and signs that they may be at risk of grooming or exploitation, and how to seek help where there is a concern.

Basic first aid

Curriculum content:

1. Basic treatment for common injuries and ailments.
2. Life-saving skills, including how to administer CPR.¹¹
3. The purpose of defibrillators, when one might be needed and who can use them.

All students made aware through explicit teaching who our schools First Aid colleague Sarah Hunt is and where the First Aid area is within school.

Developing bodies

Curriculum content:

1. The main changes which take place in males and females, and the implications for emotional and physical health.
2. The facts about puberty, the changing adolescent body, including brain development.
3. About menstrual and gynaecological health, including: what is an average period; period problems such as premenstrual syndrome; heavy menstrual bleeding; endometriosis; and polycystic ovary syndrome (PCOS). When to seek help from healthcare professionals.
4. The facts about reproductive health, including fertility and menopause, and the potential impact of lifestyle on fertility for men and women.

6. Roles and Responsibilities

6.1 The Trust Board

The Beckfoot Trust Board is responsible for ensuring that all schools have an agreed policy in place and holds the head teacher to account for its implementation.

6.2 The Local Schools Committee

The Local School Committee will approve the relationships education policy for each school and will review the progress on its implementation with the headteacher.

6.3 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSE (see section 7). The headteacher is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the three terms before they turn 16 is provided with sex education.

6.4 Staff

Staff are responsible for

- Delivering RSE in a sensitive way, taking account of pupil's cultural and faith backgrounds
- Modelling positive attitudes to RSE, as with any other subject
- Monitoring children's learning in -order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education 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 seek support.

6.5 Pupils

Pupils are expected to engage fully in relationships education n lessons and treat others with respect and sensitivity, as we expect all the time in school. We ensure that that all aspects of RSE is tailored to the needs of all children and amendments to teaching materials made to ensure that the content is accessible. Staff are mindful that a particular need may leave a young person more vulnerable to exploitation and, therefore, preparation for adult life will be particularly important.

7. Working with parents

The school works in close partnership with parents and understands that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the science curriculum

Parents right to withdraw

Parents have the right to withdraw their children from the sex education components of RSE. That means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in

the pupil's file. The head teacher will discuss any such request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The head teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Confidentiality and safeguarding

Teachers understand that, to some extent, confidentiality during RSE lessons must be acknowledged so that young people feel that they are in a 'safe space' where they can ask questions. Lessons should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson, they should feel comfortable speaking to their class teacher or another member of the staff about this.

Each Open Minds lesson and booklet contains signposting information for students to support them in finding further advice, guidance, and information about any topics.

Where there are safeguarding issues raised school staff are aware of their responsibility to share the information and follow statutory procedures in accordance with the Trust Child Protection and Safeguarding Policy to protect and keep pupils safe.

10. Monitoring arrangements

The delivery of RSE is monitored by Deputy Headteacher for PHSE through:

- Quality assurance of resources delivered as part of the Open Minds and tutor programme
- Learning walks of tutor time and Open Minds
- Work scrutinises alongside Faculty Leaders and Teaching and Learning Team
- Work with external providers to ensure drop -down sessions and visits are age appropriate and high quality.
- Work with student leaders to evaluate the quality of provision.
- Quality assurance of the assembly programme

Pupils' development in RSE is monitored by Deputy Headteacher for PHSE and class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the Local Schools Committee and Chris Ray (Headteacher).