



BCPS Relationships and Sex Education policy

This policy applies to: BCPS, including EYFS.

Policy owner:	Assistant Head (Pastoral)
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	Name (role):	Signature:	Date:
Policy owner:	David Gaffney (AH Pastoral Years 4-8)	David Gaffney	20 th August 2024
SMT owner (if different):			

Legal Counsel:	M Burgess	M Burgess	21.8.24
Ratified (Governor)	Christina Maude	C Maude	24 th August 2024

BCPS Relationships and Sex Education Policy 2024-25

1. Basic Information

Policy Aims: To outline the way Relationships and Sex Education (hereafter to be referred to as RSE) is taught at Brighton College Prep School (BCPS). This policy clearly outlines our approach to all staff, parents, visitors, and pupils.

To have regard to DfE's statutory guidance on '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)'

2. Aims of Relationships and Sex Education (RSE)

Brighton College Prep School believes that RSE is an educational entitlement of all pupils and is part of lifelong learning about the emotional, social, and physical aspects of growing up whilst promoting the forming and maintaining of safe relationships. Taught within the personal, social, health and economic education (hereafter to be referred to as PSHEE) curriculum, our programme aims to give children and young people essential skills for building positive, enjoyable, respectful, and non-exploitive relationships and the skills to stay safe both online and offline.

We place the utmost importance on sharing equal and joint responsibility with parents/guardians for their children's education in this area. Through PSHEE, in conjunction with and alongside other lessons, pupils at BCPS are given the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and become informed, active, and responsible citizens.

The policy was created following the latest DfE statutory guidance relating to RSE and aligned with the Independent School Standards. Provision has been developed in consultation with staff and, where appropriate, with pupils and parents/guardians.

We aim, in partnership with parents/guardians, to:

- Offer a well-structured and coherent curriculum that includes Teaching, Learning and Assessment, underpinned by wellbeing.
- Provide a framework in which sensitive discussions can take place.
- Encourage personal responsibility in all forms of behaviour.
- Help pupils develop feelings of self-respect, confidence, and empathy. To provide support and information for young people and their parents/guardians/families
- Deliver an effective RSE curriculum to make an essential and significant contribution to safeguarding children during and beyond their school-age years.
- Enable children to understand their physical and emotional development and to take increasing responsibility for their own health and wellbeing, and that of others.
- Teach pupils the correct vocabulary to describe themselves, their emotions, and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development at an age-appropriate level, including the importance of health and hygiene.
- Help pupils understand that healthy relationships are an essential part of wellbeing.

- Ensure that our pupils understand how to seek help if they feel at risk or are being harmed.
- Embed in our pupils the values, skills, and knowledge to understand and deal appropriately with social and cultural pressures (including in social media).
- Promote the spiritual, moral, cultural, mental, and physical development of pupils.
- Prepare pupils for the opportunities, responsibilities, and experiences of later life.
- Help pupils develop their own moral values, which may include reflecting on a variety of different issues, beliefs, and viewpoints.

We recognise that schools can play an important role in preventative education concerning safeguarding against sexual violence and sexual harassment. The school's RSE provision is part of a whole school approach to safeguarding. It is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

3. Principles underpinning RSE.

RSE can be defined as the emotional, social, and cultural development of pupils and involves learning about relationships, healthy lifestyles, diversity, and personal identity. At BCPS, we firmly believe that RSE is key in helping children develop the skills to live confident, healthy, and independent lives. It involves sharing information and exploring issues and values, with children acquiring knowledge, developing skills, and forming positive beliefs, values, and attitudes.

Coverage for Relationship Education follows the statutory guidance from the DfE (most recently updated in September 2021), which is found in Appendix I. This stipulates what pupils should know by the end of Year 6.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

The DfE (2021) also recommends that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. As such, our curriculum has been developed by considering pupils' ages, needs and feelings. An overview of our RSE programme's intended outcomes for Years 7 and 8 can be found in Appendix 2.

All RSE content is:

3.1 - *Factually accurate and evidence-based*

Teachers clearly distinguish between factual information and people's views and beliefs. Only the correct biological names for body parts are used.

3.2 - *Age-appropriate*

Tailored to the age and the physical and emotional maturity of the pupils. Our RSE programme is underpinned by the following key principles:

3.3 - Sensitivity to all faith and cultural perspectives

We recognise that all faiths and cultural beliefs have an important role in shaping our children's views about sex and relationships. It is right, therefore, that in helping children to make positive and informed choices, faith and cultural perspectives are considered alongside the law and medical facts. Therefore, our teaching includes the views of a range of different religions as part of the context for discussions about sex and relationships.

At the same time, however, RSE is about preparing children for the responsibilities and challenges of adult life, so all children are provided with regular and sustained opportunities to develop the knowledge, skills and values they will need in the future to make safe, healthy, responsible, and caring choices.

3.4 - Promotes equality, inclusion & an acceptance of diversity

We recognise that our RSE programme takes account of and responds to the diverse faith, cultural and family backgrounds of our children alongside aspects of their and their families' abilities, gender, and sexual orientation.

Moreover, our RSE programme promotes awareness, respect and understanding of the wide range of practices and beliefs relating to sex and relationships within our society.

3.5 Promotes solid and stable relationships.

Our programme has been designed to provide sufficient focus on personal and social relationships, which includes helping children understand the importance of stable and loving relationships for family life. We actively help our children to build the resilience they need to cope with change and loss when there is disruption in family structures, for example, due to bereavement or separation.

3.6 Increases awareness of rights and responsibilities.

Our RSE programme provides our children with a clear sense of rights and responsibilities in relation to sex and relationships. This includes an explanation of the law as it applies to relevant issues. This includes, in an age-appropriate manner:

- Informing the children about their right to say no, what consent really means, and the nature of abuse and exploitation.
- Teaching them about the responsibility of not putting others under pressure to engage in sexual activity.
- Clarifying to the children their rights relating to equality and explaining the responsibility not to discriminate or cause others distress based on their sexual orientation, beliefs or personal choices regarding sex and relationships.
- Support children with the skills needed to fulfil their rights and responsibilities, including assertiveness, negotiation and accessing help and advice.

4. Content and definitions.

At BCPS, RSE is a core part of our PSHEE curriculum, intended to provide what our pupils need to know about how to be safe and healthy and manage their academic, personal, and social lives positively. It comprises learning about the nature of marriage and civil partnership and their importance for family life and raising children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing.

This curriculum has been carefully designed following an extensive review to ensure that our pupils receive the highest quality education, one that meets their needs and aligns with our ever-changing world. Through a spiralled curriculum, key concepts are revisited at an age-appropriate level, and expanded upon with increasing complexity over time, helping pupils build a solid and deep understanding of each these key themes during their time with us at BCPS. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents/guardians, whilst aiming to provide pupils with the knowledge they need of the law.

Our RSE programme i.) Considers the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.

ii.) Does not 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; and

iii.) Ensures that discriminatory, extremist opinions or behaviours are challenged as routine.

Elements of the programme are, at times, supported through the bringing in of additional expertise, such as outside speakers (such as It Happens), trained health professionals (including the BC Health Centre nursing team), or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded throughout the formal curriculum (e.g., social issues through the teaching of English Literature, Health through Biology and PE, Citizenship through History & RE). There are also centrally organised sessions that supplement in-house delivery.

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, LGBTQ+ 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).

Sex Education, as part of RSE, includes teaching about intimate and sexual relationships. This includes preparing boys and girls in the Michaelmas term of Year 6 for the changes that adolescence brings and how a baby is conceived and born. It also includes what the law says about sex, relationships, and young people, as well as broader safeguarding issues and the use of technology.

a) Knowledge and information – Topics related to RSE are listed below

RSE Topics 2024-25	
Nursery	<p>Michaelmas: Who is in my family; homes; my family is special; making friends.</p> <p>Trinity: Naming body parts; Safe adults; growing from children to adults.</p>
Recep	<p>Michaelmas: My family; different kinds of families; friendships; falling out and problem solving; trusted adults; asking for help.</p>

<p>Y1</p>	<p>Michaelmas: Appreciating my family; same and different families; making friends; being my own best friend. Being the same/different to my friend, bullying, kindness; trusted adults; what to do if I spot unkind behaviour (upstanding).</p> <p>Hilary: Respecting others; managing conflict; how I like to say hello.</p> <p>Trinity: The human life cycle; changes from young to old.</p>
<p>Y2</p>	<p>Michaelmas: Families; marriage; appreciating different types of families; showing love and care to family members, living near and far; friends; resolving conflict. Bullying, how being bullied makes us feel; what to do if we witness unkindness (upstanding); safe and unsafe touch; safe secrets</p> <p>Hilary: Boys and girls; stereotypes; bullying; standing up for myself and others.</p> <p>Trinity: Growing older; to recognise some parts of the body are private/assertiveness</p>
<p>Y3</p>	<p>Michaelmas: Families, resolving conflict; friendship; celebrating difference; restorative conversations. Bullying; witnessing bullying, standing up to bullying; words that help and words that harm.</p>
<p>Y4</p>	<p>Michaelmas: A climate for learning – ground rules, Showing respect through Fairtrade, Picture book – ‘Voices in The Park’, stereotypes, Celebrating difference Features of family life, family relationships, different family structures, value and celebrate that all families are unique, how changes make you feel, ways to resolve conflict or worries Responding to Bullying and hurtful behaviour, value and challenges of friendships, understanding what consent is</p> <p>Hilary: Belonging to community: Beegu, Environment agency: caring for the environment; Cyber sprinters: creating and managing passwords, Cyber detectives; NCA CEOP: play, like, share</p> <p>Trinity: Physical health: Healthier eating habits, eating choices and influences. Mental health: Everyday feelings, Expressing feelings Drugs and alcohol: Safety rules and risks: medicines and household products, alcohol and smoking Road and rail safety: Y4-5 Medway growing and changing: a time to change, personal hygiene; NSPCC Talk pants: building confidence</p>
<p>Y5</p>	<p>Michaelmas: A climate for learning – ground rules, Personal identity, belonging & community,</p>

	<p>Stereotypes, Showing respect through Fairtrade Family relationships, Committed relationships, civil partnerships and family life The impact of bullying and how to seek support, giving and seeking consent, personal boundaries</p> <p>Hilary: Tackling Plastic Pollution with Sky Ocean Rescue, RSPCA compassionate class Coram Life Education: The Belonging Toolkit Cyber sprinters: protecting your devices, CEOP – online independence and safer connections NCA: Making the right cyber choices</p> <p>Trinity: physical health: Ready, set, cook, Let’s get active. Mental health: Mental health and keeping well, managing challenge and change Drugs and alcohol: managing risks – medicines, legal and illegal drugs St. John ambulance first aid: KS2 allergies, Asthma Y4-5 Medway growing and changing; menstruation and wet dreams; emotions and feelings; NSPCC Talk pants: how the PANTS rules help us</p> <ul style="list-style-type: none"> • Mental Health and Emotional wellbeing – how do friendships affect our mental health, what does a healthy friendship look like? • Respect and Stereotypes – what are stereotypes, why are they damaging, how can stereotypes affect people’s behaviour. • ‘Understanding Friendships’ – How can we recognise a good friend? How can we recognise an unhealthy friendship? • Bullying – how can we recognise bullying, different forms of bullying, how to ask for help, understand the role of the bystander, how to deal with peer pressure. • Puberty – understanding the process of puberty and how our bodies change during this, how a baby develops in the womb, naming the parts of the body. • Healthy Relationships – family relationships, friendships, adult-child relationships. <p>It Happens RSE ‘All the Relationships’ workshop, Michaelmas:</p> <ul style="list-style-type: none"> • Inclusive families • Being curious about relationships • Getting good answers • Permission seeking and boundaries. • Beginnings of consent • Who to talk to if there is a problem? <p>It Happens RSE ‘medicines’ workshop, Trinity: Medicines and why we use them. Prevalence Why some people might use substances. Legal substances - Caffeine, Nicotine (incl. Vaping), Alcohol The law Getting reliable information</p>
Y6	Michaelmas: A climate for learning – ground rules, belonging & community,

	<p>Stereotypes, addressing extremism, Showing respect through Fairtrade Different types of families, family changes – separation, children’s rights after separation and support available The impact of bullying and how to seek support, positive / negative friendships, sharing images</p> <p>Hilary: Coram Life Education: The Belonging Toolkit, RSPCA compassionate class. Cyber sprinters: suspicious contact, CEOP – online independence and safer connections NCA: Making the right cyber choices How money and spending decisions can impact someone’s emotional wellbeing, how spending decisions can affect others.</p> <p>Trinity: Physical health: Let’s get active, The sleep factor. Mental health: managing loss and bereavement, feelings and anxieties with transition (school) Drugs and alcohol: influences, and pressure, D&A in the media. St. John ambulance first aid: KS2 basic life support Y6 Medway growing and changing; puberty recap, change and becoming independent, positive and healthy relationships, how a baby is made</p> <p>It Happens RSE ‘Your Private Body’ workshop, Michaelmas:</p> <ul style="list-style-type: none"> • Being curious about bodies. • Answering your brilliant questions. • Where to get good answers. • Breasts, Genitals & Correct Terminology. • Body image & media pressure. • What to do if you are worried?
<p>Y7</p>	<p>Michaelmas: Identity and community, Bias and stereotypes, Showing respect through Fairtrade, Discrimination and the protected characteristics; A world of difference Changing relationships, roles in a family, friendship & empathy KS3 Bullying and bystanders, friendship challenges, peer influences, What consent means</p> <p>Hilary: KS3 Belonging and community: Values and constructive disagreement, Diverse and supportive communities Cyberfirst navigators, NCA CEOP – online independence and safer connections</p> <p>Trinity: Physical health: Dental health – oral hygiene. Mental health: attitudes to mental health, promoting emotional wellbeing Drugs and alcohol: understanding drugs, risks and influences, Exploring risk in relation to gambling St. John ambulance first aid: KS3 allergies, Asthma Body modifications: influences and expression Gathering pupils’ views – pupil voice</p>

	<p>It Happens RSE ‘The Adolescent Body – Puberty’ workshop, Michaelmas:</p> <ul style="list-style-type: none"> • Puberty & Change – your questions answered. • Period products, the environment & Menstrual Wellbeing. • Male puberty explained. • Looking after your private body • Touch & Pleasure • Who to ask for help.
<p>Y8</p>	<p>Michaelmas: Identity and community, Bias and stereotypes. Showing respect through Fairtrade, Discrimination and the protected characteristics, A world of difference Changing relationships, roles in a family, friendship & empathy KS3 Bullying and bystanders, friendship challenges, peer influences, What consent means</p> <p>Hilary: Physical health: making choices about diet and exercise, maintaining physical health Mental health: digital resilience, unhealthy coping strategies Drugs and alcohol: alcohol and risk St. John ambulance first aid: KS3 basic life support British heart foundation: CPR training Body modifications: influences and expression</p> <p>Gathering pupils’ views – pupil voice</p> <p>Trinity: Cyberfirst navigators, NCA CEOP – online independence and safer connections, not just flirting Careers for change: Environment agency</p> <p>It Happens RSE Early Digital Relationships workshop, Michaelmas</p> <ul style="list-style-type: none"> • My digital self, consent & friendships. • Sharing & caring. • Victim blaming. • Stumbling into the unknown. • Reality vs Fantasy. <p>Helpful habits & disrupting your feed.</p>

b) Values and beliefs (linked to Fundamental British Values)

- recognising difference.
- freedom of choice (related to FBV – individual liberty).
- respecting equality and diversity in relationships (link to FBV tolerance for other cultures and beliefs).
- freedom of expression (related to FBV freedom of speech).
- individual liberty.
- respecting the rule of law.

- respect for others.

c) Skills and abilities

Pupils will be encouraged to develop the following skills:

- honest communication, including managing relationships.
- assertiveness.
- informed decision making.
- recognising and using opportunities to build a safe and healthy lifestyle.
- how to ask for help and support.
- how to empathise with others.
- how to identify safe and unsafe relationships.

5. Organisation

a) Relationships and Sex Education is jointly coordinated by the Assistant Head Pastoral (Years 4-8), together with the Deputy Head Pastoral (Nursery to Year 3) and the PSHEE Coordinator for Years 4 to 8, along with the relevant Heads of Department.

When evaluating the use and impact of this policy, our school leaders will determine the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school.
- Embeds aspiration, attributes, and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.
- Ensures that RSE is matched to the needs of our pupils by collating pupil voice through questionnaires and scheduled time slots for pupils to submit anonymous questions, which will then be covered in whole class teaching.
- From Nursery to Year 8, RSE is taught in dedicated, timetabled lessons as part of their weekly PSHEE sessions. There may also be additional one-off sessions delivered throughout the year.
- Active learning methods will include analysing scenario-based learning, conscience corridors, picture books, debates, paired discussions, group discussions and, where appropriate, outside visitors and agencies.
- Lessons will be differentiated by various teaching strategies, such as questioning to ensure pupils with SEND are catered to, supported, and included.
- High-quality resources will support our RSE provision and will be regularly reviewed. Resources will include a mixture of content developed by teachers and taken from the PSHE Association, including those from Medway Public Health Directorate, as well as those provided by It Happens through their RSE-themed workshops.
- Pupils from Nursery to Year 3 will take part in pupil conferences facilitated by the Deputy Head Pastoral (Nursery to Year 3)
- Pupils in Years 4 to 8 will be encouraged to reflect on their own learning and progress by completing an end-of-unit reflections sheet and sharing their learning with peers.
- We will also be delivering parent webinars in which we will discuss and detail the content of each year group's learning about RSE.
- There may be occasions within a lesson when aspects of RSE are raised by pupils voluntarily. If any discussion takes place within the context of the subject, it will not be deemed to be part of the Sex Education programmes and, therefore, not subject to the parental right to withdrawal.

a) Teaching approaches

- Various approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion, and to acquire appropriate skills.
- We will ensure a safe learning environment by establishing clear ground rules. These will be generated as a class at the start of each lesson by pupils and facilitated by the class teacher. These ground rules will build on key values, such as: respecting the opinions of others, listening respectfully, and recognising equality in the classroom.
- From Nursery to Year 3, pupils will take part in half-termly pupil conferencing sessions facilitated by the Deputy Head Pastoral Deputy Head Pastoral (Nursery to Year 3)
- From Years 4 to 8, pupils will be able to raise questions by submitting an online questionnaire or by manually submitting a written version to a 'ask it basket / questions box' located inside each child's Form room. These can then be addressed by Form Tutors on an as and when basis.
- All staff teaching RSE will be supported by training sessions if and where appropriate. This includes inviting visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. The programme of training will continue to be supported and developed by PSHEE Coordinator (Y4-8) and the Assistant Head Pastoral (Y4-8), to ensure it meets the needs of staff.

a) Pupil groupings

Pupils are taught in mixed ability and gender groups where appropriate (usually form groups). When there is a specific need (for example, groups of pupils of a different faith), arrangements may be made to teach pupils in appropriate groupings.

a) Resources

Materials – A wide range of teaching resources are available to teachers and for inspection by parents/guardians through the Assistant Head Pastoral (Y4-8) and the PSHEE Coordinator (Y4-8).

Staff – With regard to Sex Education, it is essential that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through ongoing training organised and coordinated by the Deputy Head Pastoral (N-Y3), the Assistant Head Pastoral (Y4-8) and the PSHE Coordinator (Y4-8). All staff are required to teach according to the school's Code of Conduct.

Assessment and evaluation

In Nursery to Year 3, PSHEE is teacher-assessed, and pupils' development is reported twice a year in the Michaelmas and Trinity term reports. Relevant picture evidence is kept in the PSHEE folder, which is accessible to all year groups. Year 3 teachers also keep a separate folder documenting pupils' work.

In Years 4 to 8, PSHEE is teacher-assessed, and pupils' development is reported in the Trinity Term as part of the form teacher's report comment. This year, we have also introduced individual thought books for pupils to record their reflections and document their progress.

Teachers will use Assessment for Learning strategies before RSE sessions (e.g., questionnaires, group discussions or mind-maps) to gather an idea of what pupils know and what needs to be addressed. As well as testing existing knowledge, this acts as an opportunity for pupils to

highlight any areas they believe need to be covered to allow sessions to be tailored to the cohort's needs, as well as covering essential basics.

Following the RSE sessions, pupils may complete a brief assessment of their knowledge of the content delivered to demonstrate progress and understanding. This also offers pupils the opportunity to provide feedback on the sessions delivered and highlight any areas that they felt were missing.

a) Time available

RSE forms some part of the curriculum in every year group delivered as part of timetabled weekly PSHEE lessons. There may also be workshops throughout the year to provide additional content. Where appropriate, Years 7 and 8 will participate in sessions delivered to the Lower School at the College to greater align provision across the two sites.

6. Specific Issues

The following issues may occur as part of education. Staff, parents/guardians, and pupils need to understand the school's procedures.

a) Confidentiality and advice

Pupils will be made aware that some information cannot be held confidentially and made to understand that if certain disclosures are made, specific actions will ensue (for example, if a pupil is at risk or in danger). The member of staff will consult with the DSL or DDSL before any decision is made and the pupil concerned will be informed, with reasons, that information about them needs to be shared to keep them safe. At the same time, pupils will be offered sensitive and appropriate support.

The following procedures will be adhered to by all adults.

i) Disclosure of suspicion of possible abuse

The school's child protection procedures will be invoked. (See Safeguarding policy).

ii) Disclosure of pregnancy

The following procedure will ensure that pupils who are having difficulty know that they can talk to an adult in the school and that they will be supported. Information and guidance will always be sought from a health professional.

The school will always encourage pupils to talk with their parents/guardians first:

- Pupils should always be asked whether they can tell their parents/guardians and whether they want help. The school will follow up with parents/guardians to check whether the child has, in fact, shared this disclosure with parents/guardians and to offer support where necessary.
- If pupils refuse to tell their parent(s), the adult should refer them to a health professional via the School's Health Centre.
- The adult should report the incident to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, who will consult with the health professional about informing the parent(s).

b) Family Life

The value of family life is an important aspect, which will be mainly reinforced through a consideration of the qualities and relationships between people, with an emphasis on stability, respect, caring and support.

c) Healthy relationships

An understanding for all pupils of healthy relationships, acceptable behaviour, and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults. The school is alive to and addresses issues such as sexual violence and sexual harassment, sexism, homophobia, and stereotypes and takes positive action to build a culture of respect where such issues will not be tolerated, and any incidences are identified and tackled.

d) Parental partnership and right to withdraw

Parents/guardians can find more information on RSE for primary-aged children [here](#).

As a school, we will notify parents/guardians when Sex Education will be taught via written communication, which will be disseminated by the Assistant Head Pastoral (Y4-8) before the sessions.

- Upon request, we will offer parents/guardians the opportunity to view any Sex Education materials before the lessons. Parents/guardians will be contacted by the Assistant Head Pastoral (Y4-8) in this instance.
- We work closely with parents/guardians to ensure that they are fully aware of what is being taught, offering a parent information session, either in person or online, and providing additional resources and support through parent questionnaires and follow-up webinars, if and where required in these sessions which, we will explain RSE content and clarify the 'right to withdraw' guidelines, enabling parents/guardians to make informed decisions.

Parents/guardians do not have the right to withdraw their children from Relationships Education or Health Education. However, they do have the right to withdraw their children from the non-statutory components of Sex Education within RSE in Year 6; if this is the case, the parents/guardians are invited into school to review the materials to be used and the programme to be followed.

If a parent wishes to withdraw a child, we ask that they discuss it with the Assistant Head Pastoral (Year 4-8) and/or PSHEE Coordinator (Y4-8) in the first instance. Withdrawal requests should then be by email using the form found in appendix 3 of this policy and addressed to the Head teacher. In keeping with RSE guidance, the Head teacher will then automatically grant a request to withdraw a pupil from any sex education delivered at BCPS, other than as part of the science curriculum.

If a pupil is excused from sex education, we recognise the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. A copy of withdrawal requests will be placed in the pupil's CPOMS record, and the school will record all requests and steps taken to meet the parents'/guardians' request.

e) Use of Visitors

There are various people who can provide resources and support the school in the delivery of the RSE programme. These include parents/guardians, the school nursing sister, and

religious and health professionals. Visitors will be expected to work within the terms of this policy.

7. Monitoring and Review

- a) RSE will be monitored by the Assistant Head Pastoral, the Deputy Head Pastoral (N-Year 3) and the PSHEE Coordinator (Y4-8).
- b) A nominated governor will have a link role between the school and the governing body.
- c) The policy is reviewed annually in August.
- d) In line with the DfE standards, this policy has been adopted after engagement with the parent body, and the school will continue to afford opportunities for comment and engagement, especially if significant changes to this policy are under consideration.
- e) Teachers will critically reflect on their work in delivering RSE through moderation with other members of the staff body, through reflecting on outcomes and through dialogue with members of the SMT.
- f) Pupils will have opportunities to review and reflect on their learning during lessons.
- g) Pupil voice will influence adapting and amending planned learning activities. We will gather Pupil Voice using questionnaires and discussion following RSE input to understand how valuable and relevant pupils have found this input to be.
- h) Parent input will be collated throughout the academic year through surveys. These will provide vital input on the efficacy of the RSE provision in school, as parents/guardians will understand how embedded their child's understanding of RSE is, outside of the school environment.

8. Other related policies

- Equal opportunities
- Complaints
- Anti-bullying
- Safeguarding
- PSHE

9. Complaints procedure

Any complaints about the curriculum should be made to the headmaster via prephead@brightoncollege.net who will consider the appropriate means of handling the complaint, according to the Complaints policy.

Appendix I – Primary Statutory Guidance Matrix

	Relationships	R	Y1	Y2	Y3	Y4	Y5	Y6
Families and People who care for me	That families are important for children growing up because they can give love, security and stability.	x	x	x	x	x	x	x
	The characteristics of a healthy family life are commitment to each other, including in times of difficulty, protection and care for children and other family members, and the importance of spending time together and sharing each other's lives.	x	x	x	x	x	x	x
	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	x	x	x	x	x	x	x
	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	x	x	x	x	x	x	x
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.			x			x	x
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	x				x	x	x
Caring relationships	How important friendships are in making us feel happy and secure, and how people choose and make friends.	x	x	x	x	x	x	x
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	x	x	x	x	x	x	x
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	x	x	x	x	x	x	x
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	x	x	x	x	x	x	x
	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	x	x	x	x	x	x	x
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	x	x	x	x	x	x	x
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.		x	x	x	x	x	x
	The conventions of courtesy and manners.	x	x	x	x	x	x	x

	The importance of self-respect and how this links to their own happiness.	x	x	x	x	x	x	x
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	x	x	x	x	x	x	x
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	x	x	x	x	x	x	x
	What a stereotype is, and how stereotypes can be unfair, negative or destructive.			x	x	x	x	x
	The importance of permission-seeking and giving in relationships with friends, peers and adults.	x	x	x	x	x	x	x
Online Relationships	That people sometimes behave differently online, including by pretending to be someone they are not.				x		x	x
	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.			x	x	x	x	x
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		x	x	x	x	x	x
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			x	x	x	x	x
	How information and data is shared and used online.					x	x	x
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	x	x	x	x	x	x	x
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	x	x	x	x	x	x	x
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	x	x	x	x	x	x	x
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	x	x	x	x	x	x	x
	How to recognise and report feelings of being unsafe or feeling bad about any adult.	x	x	x	x	x	x	x
	How to ask for advice or help for themselves or others, and to keep trying until they are heard.	x	x	x	x	x	x	x
	How to report concerns or abuse, and the vocabulary and confidence needed to do so.	x	x	x	x	x	x	x
	Where to get advice e.g. family, school and/or other sources.	x	x	x	x	x	x	x

	Physical Health and Wellbeing	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8
Mental Wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health.	x	x	x	x	x	x	x	x	x
	That there is a normal range of emotions (e.g. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	x	x	x	x	x	x	x	x	x
	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	x	x	x	x	x	x	x	x	x
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.			x	x	x	x	x	x	x
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	x	x	x	x	x	x	x	x	x
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.		x	x	x	x	x	x	x	x
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.			x	x	x	x	x	x	x
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	x	x	x	x	x	x	x	x	x
	Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	x	x	x	x	x	x	x	x	x
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.				x		x		x	x
Internet safety and harms	That for most people the internet is an integral part of life and has many benefits.		x	x	x	x	x	x	x	x
	About the benefits of rationing time spent online, the risks of excessive	x			x					x

	time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.								
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.		x	x	x	x	x	x	x
	Why social media, some computer games and online gaming, for example, are age restricted.				x	x	x	x	x
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.				x	x	x	x	x
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.			x	x			x	
	Where and how to report concerns and get support with issues online.	x	x	x	x	x	x	x	x
Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle.	x	x	x	x	x	x	x	x
	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		x	x	x	x	x	x	x
	The risks associated with an inactive lifestyle (including obesity).			x	x	x	x	x	x
	How and when to seek support including which adults to speak to in school if they are worried about their health.	x	x	x	x	x	x	x	x
Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content).	x	x	x	x	x	x	x	x
	The principles of planning and preparing a range of healthy meals.	x			x	x	x	x	x
	The characteristics of a poor diet and risks associated with unhealthy Eating (including, for example, obesity and tooth decay) and other Behaviours (e.g. The impact of alcohol on diet or health).			x	x	x	x	x	x

Drugs, Alcohol And Tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.				x	x	x	x	x	x
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.							x		
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		x	x						
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	x		x				x		
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	x		x					x	
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		x	x			x			
	The facts and science relating to allergies, immunisation and vaccination.				x		x		x	
Basic First Aid	How to make a clear and efficient call to emergency services if necessary.	x	x	x	x	x	x	x	x	x
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.						x	x	x	x
Changing adolescent bodies	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.					x	x	x		
	About menstrual wellbeing including the key facts about the menstrual cycle.						x			

Appendix 2: Our RSE programme’s intended outcomes for Years 7 and 8

<p>Families</p>	<p>Pupils by the end of Year 8 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. • 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>Pupils by the end of Year 8 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 relationship. • 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 encourage prejudice). • that in school and in 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. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • what constitutes sexual harassment and sexual violence and why these are always unacceptable.

<p>Online and media</p>	<p>Pupils by the end of Year 8 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.
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils by the end of Year 8 should know:</p> <ul style="list-style-type: none"> • that there is a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 3: Withdrawal from Sex Education within RSE

To be emailed to Mr Falkus via prephead@brightoncollege.net			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education:			
Any other information you would like the school to know relating to this request:			

A copy of this form will be securely stored on CPOMS, the school's pastoral recording system.