

# Relationships and Sex policy



BRIGHTON  
COLLEGE

## This policy applies to:

- I. BC senior school only

Policy owner:	Michael Sloan/Richard Alvers
Frequency of review:	At least annually
Dates of previous review:	August 2019
Date of next formal review:	August 2021
BC Policy reference:	P23
ISI reference code (where applicable):	2f
Linked policies/documents:	PSHEE policy
Comments:	Parental consultation took place in November 2020. A letter with a link to this policy was sent to all College parents by the Head of PSHEE, and parents given the opportunity to provide feedback to the school via parent representatives at the Parents' Forum in November 2020. No comments/suggestions received. Policy subsequently uploaded to the College VLE and website.

	Name (role):	Signature:	Date:
Policy owner:	Michael Sloan/Richard Alvers	M Sloan	9 <sup>th</sup> November 2020
SMT owner (if different):	As above		
Legal Counsel:	Matthew Burgess	M Burgess	October 2020
Ratified (Governor):	Christina Maude	C Maude	20 <sup>th</sup> November 2020

# Brighton College

## Relationships and Sex education policy

### 1. Basic Information

Policy Aims: To clearly communicate to staff, parents, visitors and pupils the manner in which relationships and sex education will be delivered at Brighton College.

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

### 2. Aims of sex education and partnership with parents

Brighton College believes that sex education is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. We place the utmost importance on sharing equal and joint responsibility with parents for their children's education, including sexual matters.

From September 2019, the College was an 'early-adopter' school for the new Relationships and Sex education curriculum ahead of the compulsory changes coming into force in September 2020.

We aim in partnership with parents:

- To encourage personal responsibility in all forms of behaviour;
- To encourage self-esteem and emotional well-being;
- To encourage respect and consideration for others;
- To provide support and information for young people and their parents/families.

### 3. Content and definitions

Relationships and Sex education provides knowledge, and encourages the acquisition of skills and attitudes which will allow pupils to manage their lives in a responsible and healthy way.

Relationships and Sex Education is part of the PSHEE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

Sex education, as part of Relationships and Sex Education, includes the teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships and young people, as well as broader safeguarding issues and using technology.

#### a) Knowledge and information

Key stage 3: Puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth, contraception, HIV/AIDS, safer sex, helping agencies, sex and the law, life stages.

Key Stage 4: Birth processes, abortion, fostering and adoption, genetic inheritance, early parenting, sexually transmitted diseases including HIV/AIDS, sexual lifestyles, helping agencies, prejudice and stereotyping, different faiths and cultures.

#### b) Values and beliefs

As well as knowledge and information pupils will be encouraged to consider the importance of the following values:

- Respect and valuing of themselves and others;
- Understanding and sensitivity towards the needs and views of others;
- Responsibility for their own actions;
- Responsibility to the school, their family and the wider community.

**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 develop a safe and healthy lifestyle.

Detailed information can be found in the attached scheme of work.

## 4. Organisation

**a) Relationships and Sex Education** is jointly coordinated by the PHSEE coordinator who, together with the Deputy Headmaster (Pupils), is responsible for the overall planning, implementation and review of the programme.

**b) Delivery is through**

- Planned aspects within Science, PHSEE and Religious Education;
- Addressing moral and ethical issues arising from apparently unrelated topics in all curriculum subjects. Within this category, as long as 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. (see 5d)
- Expert external speakers to present to pupils on designated PSHEE days when lessons are suspended to allow for the delivery of any topics not covered in other curriculum areas.
- In tutor time sessions this content will be pre-empted by tutors and, following the delivery of externally -led sessions, some follow-up will be delivered to pupils by tutors who will have received training from the PSHEE coordinator in advance of the delivery of this material. (See 4f)

**c) Teaching approaches**

A variety of approaches are used to give pupils relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills. Details can be seen in the scheme of work.

**d) Pupil groupings**

Pupils are taught in mixed ability and mixed gender groups where appropriate. 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.

**e) Resources**

- Materials – A wide range of teaching resources are available to teachers and for inspection by parents through the PHSEE coordinator;
- Staff – With regard to sex education, it is important that staff feel comfortable with the subject matter. Only appropriately trained staff will be involved. Support will be offered through an in-service training programme. All staff are required to teach within the school's code of conduct.

#### **f) Assessment and evaluation**

- Pupils complete an online quiz in advance of their RSE sessions to gather an idea of what they 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 needs of the cohort, as well as covering essential basics.
- Following the RSE sessions, pupils complete an online 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. They will also have a follow-up discussion session in tutor time using resources provided by the Head of PSHEE who will train tutors in delivering this information in a year group tutor meeting to ensure that they feel comfortable delivering the content.

#### **g) Time available**

Relationships and Sex education forms some part of the curriculum in every year group.

### **5. Specific issues**

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

#### **a) Confidentiality and advice**

Pupils will be made aware that some information cannot be held confidential, and made to understand that if certain disclosures are made certain actions will ensue (for example, if a pupil is considered to be at risk or in danger). The member of staff will consult with the Deputy Headmaster (Pupils) before any decision is made and the pupil concerned will be informed, with reasons, that their confidentiality is being breached. 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 –**

It is hoped that the following procedure will ensure that pupils who are in 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 first:

- pupils should always be asked whether they can tell their parents(s) and whether they want help in doing so. If they do then subsequent responsibility lies with the parent(s);
- 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 Head (Pupils) 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 reinforced largely through a consideration of the qualities and relationships between people, with an emphasis on stability, respect, caring and support.

#### **c) Addressing delicate issues**

As part of the Relationships and Sex education programme, issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way, with pupils being encouraged to consider their attitudes and values within the framework set out in para 4. They will be made aware of the difference between fact, opinion and religious belief.

**d) Parental partnership and right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but not from relationships education). If a parent wishes to withdraw a child, we ask that they discuss it with the Deputy Head (Pupils) in the first instance. Save in exceptional circumstances, and taking into account any pupil-specific needs, the College will seek to respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.

After that point, if the child wishes to receive sex education rather than be withdrawn, the College will make arrangements to provide the child with sex education during one of those terms. The College will keep a record of all requests and steps taken to meet the parents' request.

**e) Use of Visitors**

There are various people able to resource and support the school in the delivery of the PHSEE programme. These include parents, the school nursing sister, religious and health professionals. Visitors will be expected to work within the terms of this policy.

**6. Monitoring and Review**

- a) Relationships and Sex education will be monitored by the Deputy Head (Pupils), the PHSEE coordinator and the Head of Biology.
- b) A nominated governor will have a link role between the school and the governing body.
- c) Reviewed annually in August.

**7. Other related policies**

Equal opportunities  
Complaints  
Anti-bullying  
Safeguarding  
PSHEE

**8. Complaints procedure**

Any complaints about the sex education curriculum should be made to the Head Master who will consider the appropriate means of handling the complaint, according to the Complaints policy.

**9. COVID-19 contingency**

The PSHEE coordinator has arranged for all PSHEE delivered by external speakers to be delivered remotely for the foreseeable future. All external speakers have been trained in using Teams for delivery sessions and Webinar Jam in order to present to parents.