

# Relationships and Sex Education policy



## This policy applies to:

- I. BC senior school only

Policy owner:	Richard Alvers/Michael Sloan
Frequency of review:	At least annually
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<b>Date of current review:</b>	<b>November 2021</b>
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Linked policies/documents:	PSHEE policy
Comments:	

	<b>Name (role):</b>	<b>Signature:</b>	<b>Date:</b>
Policy owner:	Michael Sloan/Richard Alvers	M Sloan R Alvers	7 <sup>th</sup> November 2021
SMT owner (if different):	As above		
Legal Counsel:	Matthew Burgess	M Burgess	2 <sup>nd</sup> September 2021
Ratified (Governor):	Christina Maude	C Maude	9 <sup>th</sup> September 2021

## **Brighton College** **Relationships and Sex education policy**

### **1. Basic Information**

Policy Aims: To communicate clearly 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 Relationships and Sex education**

Brighton College believes that Relationships and 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.

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.

We recognise that schools can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The College's RSE provision is part of a whole school approach to safeguarding.

The Brighton College RSE provision has historically been progressive and forward-thinking; indeed we were already compliant with the DfE's statutory guidance on '[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)' prior to its publication. Due to the college's reputation as being a leader in this field, the Head of PSHEE was invited to deliver training in how to assess RSE at the first Sex Education Forum training day for RSE leads on the day the new guidance was officially passed in parliament. 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.

The Head of PSHEE works in close collaboration with the DSL / Deputy Head (Pupils) to ensure clear communication and collaboration in shaping our RSE provision. We recently jointly consulted the Ofsted [Review of sexual abuse in schools and colleges](#) published in June 2021 and revised our provision to ensure that pupils engage in content relating to sexual harassment, sexual abuse, consent, cyberbullying, pornography and healthy relationships at all points of their school career. Further details about this provision can be found in Section 3a Knowledge and Information.

### **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**

#### **3<sup>rd</sup> form:**

Healthy and Unhealthy Relationships (including consent), Gender Roles, Role Models, Dealing with Confrontation, Menstruation, All the Relationships / Introduction to Digital Relationships, Masculinity, Empathy Workshops

#### **4<sup>th</sup> form:**

Condoms, Contraception, Consent, Sex and the Law (including consent), Sexual Health, Gender identity Digital Relationships Workshop (Unrealistic expectations, Pornography, Unsolicited images and youth-produced imagery), Introduction to Masculinities, Privilege & Emotions, Healthy Relationships, Sex and Sexuality, Preventing Gender Based Violence

#### **5<sup>th</sup> form:**

Consent: Real Life Situations, Consent: Verbal and non-Verbal Clues, Fantasy vs Reality (Internet Pornography), Challenging Stereotypes: Gender and Sexuality, Freedoms and Festivals, Masculinity, Empathy Workshops

#### **6<sup>th</sup> form:**

Leaving School and Moving On, The Adolescent Brain and Risk, Partying and Festivals, University and Freshers' week, Sexual Health Recap, Accessing Services Away from Home, Privilege & Emotions, Healthy Relationships, Sex and Sexuality, Preventing Gender Based Violence

### **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.

## **4. Organisation**

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.

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 Section 6)

- We engage the services of external speakers to present to pupils on designated PSHEE/RSE days when lessons are suspended to allow for the delivery of any topics not covered in other curriculum areas. This approach allows pupils to receive content from experts in these fields.
- In tutor time sessions this content will be pre-empted by tutors, including trigger warnings and an opportunity to request specific content.
- Following the delivery of externally-led sessions, House tutors deliver follow-up sessions using materials provided by the Head of PSHEE. Staff receive appropriate training from the PSHEE coordinator and/or external providers in advance of the delivery of this material. (See Section 8)

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.

Pupils are taught in mixed ability and gender groups where appropriate, though where appropriate some content may be delivered in single gender 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. Our provision is inclusive, and where single sex groupings are used pupils may opt into the sessions that best fit their gender identity.

A wide range of teaching resources are available to teachers and for consideration by parents through the PHSEE coordinator;

## **5. 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, as well as providing them with essential signposting for where to find further information. 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. Tutors will feedback on their tutees' engagement in RSE in the reporting session that follows the RSE sessions.

## **6. 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), who is the DSL, 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). It will need to be checked;
- 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) 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 RSE curriculum is designed to meet the requirements of the 2021 KCSIE statutory guidance. There is significant crossover with the E-Safety provision as pupils are taught about online safety, online relationships, sharing and receiving nudes and semi-nudes. The College 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.

**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. Experts are used frequently to deliver core material within the drop-down PSHEE days. Visitors will be expected to work within the terms of this policy.

## **7. Parent Consultation and the 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 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.

Parents are regularly consulted about RSE with letters to provide them with information about the topics that will be covered, and links to appropriate signposting to help continue conversations at home. Parents are sent the RSE policy along with the PSHEE/RSE schemes of work at the start of each academic year and given the opportunity to feedback via their parent council representatives in termly, minuted meetings, or directly with the Head of PSHEE.

The Head of PSHEE also hosts a series of pastoral webinars for parents on topics linked to what pupils have covered in PSHEE/RSE. These sessions are livestreamed with the option for parents to engage and interact with the presenters, and also recorded and available for viewing for two weeks after the event for those unable to tune in live. (See appendix for a list of topics covered in last academic year). The most recent parent webinar (September 2021) included the chance for parents to ask questions in advance, as is established with pupils (below) in order to help to shape the content covered.

## **8. Pupil Consultation**

Pupils are regularly surveyed about the content they feel should be included in the PSHEE/RSE provision and their feedback is taken into consideration when planning drop-down days and follow-up materials. Pupils also have the opportunity to complete an online survey giving feedback on the sessions attended, helping to shape future content and whether external speakers have successfully communicated sensitive material to the pupils.

Representatives from each year group of every house sit on a committee of 'Respect Ambassadors', who meet termly with the Head of PSHEE, DSL and relevant Head of Section to discuss issues related to respect in the college community. This is an opportunity for pupils to provide additional feedback and to make suggestions about the PSHEE/RSE curriculum, including which topics are covered and when they are covered with different year groups.

Occasionally former pupils and 6<sup>th</sup> form pupils meet with the Head of PSHEE to discuss the provision and to assist with the delivery of content to younger groups.

## **9. Staff Consultation and Training**

Staff are encouraged to attend parent webinars and often observe PSHEE/RSE sessions delivered by external speakers. Staff also receive training from external expert speakers about matters relation to RSE on whole school insets, as well as twilight sessions throughout the academic year and in-house training by the Head of PSHEE prior to the delivery of any content relating to RSE (See appendix for a list of training over last academic year).

## **10. Monitoring and Review**

- a) Relationships and Sex education is monitored, reviewed and shaped by the Head of the Senior School, Deputy Head (Pupils), the PSHEE coordinator and the Head of Biology.
- b) A nominated governor has a link role between the school and the governing body.
- c) The policy and provision is reviewed at least annually and ratified by the link governor.
- d) In addition, a governor sub-committee was established in Michaelmas 2021, to scrutinise the RSE and PSHEE provision. The committee currently consists of two governors (both serving Heads), the Head of PSHEE and the DSL.

- d) The RSE provision is currently undergoing an external audit arranged by RSE experts from the organisation 'It Happens' to ensure all essential aspects are covered and in enough detail.

### **11. Complaints procedure**

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

### **12. 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. This is reviewed with the Head of Senior School, who chairs the COVID working group.

### **13. Other related policies**

Equal opportunities  
Complaints  
Anti-bullying  
Safeguarding  
PSHEE

## **APPENDIX**

### **Recent Parental webinars:**

September 2020

*The Breck Foundation: Safer internet use for children and young people*

November 2020

*Karen Newby: 'Food for Emotional Wellbeing: from Lockdown to the New Normal'*

January 2021

*Julie Johnson: 'Handling Loss and Change'*

May 2021

*Chris Hemmings: Masculinity – 'Be a Man: how macho culture damages us and how to escape it'.*

June 2021

*The Naked Truth Project: Healthy and Unhealthy Relationships*

June 2021

*Amy Forbes-Robertson (It Happens): RSE: Parties, Festivals and Freedoms*

September 2021

*Alan Mackenzie (Online Safety Consultant): Safer internet use for children and young people*

*Digital Awareness UK: Digital Parenting: Social Media, Gaming and Keeping Children Safe*

November 2021

*Amy Forbes-Robertson (It Happens): Relationships and Sex Education parent information and consultation evening.*

**Recent Staff training:**

Access to all parent webinars plus:

May 2021

*Chris Hemmings: Masculinity – ‘Be a Man: how macho culture damages us and how to escape it’.*

June 2021

*The Naked Truth Project: Healthy and Unhealthy Relationships*

*Chris Hemmings: Empathy Workshops*

August 2021

*ALLSORTS: Gender and Sexuality Diversity training*

*Georgina Clarke: Unconscious Biased training*

October 2021

*DSL, Head of Senior School, Deputy Head (Staff): Whole-school inset – ‘The personal development of pupils’*

*Head of PSHEE: Whole-school inset - Relationships and Sex Education briefing*

*Laura White (It Happens): Whole-school inset – How to engage pupils in successful RSE discussions*

*Aisha Thomas (Representation Matters): Racial Literacy*