



BCNPPS Relationships and Sex policy

This policy applies to: BCNPPS including EYFS

Policy owner:	Assistant Head (Pastoral)
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Comments:	Inclusion of table showing RSE objectives for each year group

	Name (role):	Signature:	Date:
Policy owner:	Bethany Ashton	Bethany Ashton	October 2021
SMT owner (if different):	Phil Smith (Nursery-Year 3) Ant Falkus (Years 4-8)	Phil Smith Ant Falkus	October 2021

Legal Counsel:	M Burgess	M Burgess	05.10.2021
Ratified (Governor)	Christina Maude	Christina Maude	18.10.2021

BCNPPS Relationships and Sex Education Policy

1. Basic Information

Policy Aims: To outline the manner in which Relationships and Sex Education (hereafter to be referred to as RSE) will be taught Brighton College Nursery, Pre-prep and Prep school. This policy should provide a clear outline to 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 and partnership with parents

Brighton College believes that RSE 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 in this area.

From September 2019, the College was an 'early-adopter' school for the new RSE 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.
- To deliver an effective RSE curriculum in order to make an essential and significant contribution to safeguarding children during their school-age years and into the future.
- To enable children to understand their physical and emotional development and to take increasing responsibility for their own health and wellbeing and that of others.
- To develop children's vocabulary along with their confidence to talk openly and positively about emotions, relationships and their bodies.
- To develop children's understanding of healthy and unhealthy relationships.
- To ensure that our pupils understand how to seek help if they feel at risk or are being harmed.
- To embed in our pupils the values, skills and knowledge to understand and deal appropriately with social and cultural pressures (including in the media).
- To promote the spiritual, moral, cultural, mental and physical development of pupils.
- To prepare pupils for the opportunities, responsibilities and experiences of later life.
- To 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 in respect of safeguarding and sexual violence and sexual harassment. The school's RSE provision is part of a whole school approach to safeguarding.

3. Principles underpinning RSE

RSE has a key part to play in helping children develop the skills to live confident, healthy and independent lives. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

All RSE content should be:

3.1 - Factually accurate and evidence-based

Teachers should make a clear distinction between factual information and people's views and beliefs. Only the correct biological names for body parts will be used.

3.2 - Age-appropriate

RSE should be appropriate to the age and maturity of children. The scheme of work for RSE is developmental and builds on learning year by year. Please see related points 8 and 9 in this policy.

3.3 - Sensitive to faith and cultural perspectives

Faith and cultural beliefs have an important role in shaping 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. Teaching includes the perspectives of a range of different faiths 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 and so all children should be 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 - Promote equality, inclusion & acceptance of diversity

RSE must be aware of and responsive to the diverse faith, cultural and family backgrounds of children alongside aspects of their and their families' abilities, gender and sexual orientation. RSE promotes awareness, respect and understanding for the wide range of practices and beliefs relating to sex and relationships within our society.

3.5 Promote strong and stable relationships

RSE should provide sufficient focus on personal and social relationships. RSE should help children to understand the importance of stable and loving relationships for family life. RSE should help 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 Increase awareness of Rights and Responsibilities

RSE should provide children with a clear sense of rights and responsibilities in relation to sex and relationships. This should include explanation of the law as it applies to relevant issues. For example RSE should, in an age appropriate manner:

- inform children about their right to say no, what consent really means and the nature of abuse and exploitation.
- teach about the responsibility not to put others under pressure to engage in sexual activity.
- clarify rights relating to equalities and also explain responsibility not to discriminate or cause others distress based on their sexual orientation, gender, belief or their personal choices relating to 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

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

RSE sits alongside PSHEE 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 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 RSE, includes teaching about intimate and sexual relationships. 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 – Topics which relate to RSE are included below. For all topics covered in PSHEE, please request the PSHEE policy.

RSE Objectives	
Nursery	<ul style="list-style-type: none"> • Friendships- making friends and resolving disagreements • Feelings • Dealing with loss • Mindfulness • Kindness • Physical health
Reception	<ul style="list-style-type: none"> • Families and people who care for me- who is my family? Love within family. Dealing with loss • Friendship and relationships • Feelings • Mindfulness • Asking for help • Physical health- physical activity and teeth brushing
Year 1	<ul style="list-style-type: none"> • Mental health and mindfulness- understanding the term ‘mindfulness’ • Physical Health- exploring healthy eating and physical activity • Respect • Families and people who care for me • Online and digital relationships-to know how to stay safe when using digital equipment

	<ul style="list-style-type: none"> • Feelings and feeling safe- knowing when I feel safe or unsafe and responding to these feelings • Body Awareness and safe touches- learning the scientific names for the body parts that are private and that no one has the right to touch us in a way that makes us feel unsafe. • Getting help- develop an awareness of trusted adults inside and outside of school that can help you.
Year 2	<ul style="list-style-type: none"> • Mental health and mindfulness • Physical Health- understanding healthy eating and physical activity. Awareness of first aid and how to make an emergency call. • Friendship- the ups and downs of friendship and repairing friendships. • Respectful relationships in the wider society • Types of bullying, the effects and how to get help. • Families and people who care for me- celebrating our diverse families. • Online and digital relationships • Feelings and feeling safe- to learn that children have rights including the right to feel safe. • Body Awareness and safe touches e.g. parts of my body are private.
Year 3	<ul style="list-style-type: none"> • Mental health and mindfulness • Physical health • Friendship and trust • Stereotyping- understanding what it is and how it is negative or unfair. • Anti- bullying- the types of bullying and its effects. • Families and people who care for me- recognising what makes us feel safe and loved. • Online and digital relationships -the rights and rules of being a digital citizen. • Feelings and feeling safe- recognising early warning signs of feeling scared and unsafe and how to respond to them. • Body awareness and safe touches- learning the scientific names for the body parts that are private and that no one has the right to touch us in a way that makes us feel unsafe. • Getting Help- develop an awareness of trusted adults inside and outside of school.
Year 4	<ul style="list-style-type: none"> • Building positive relationships • Different types of families • Mindfulness • Healthy (HEALTH) • 'Understanding Difference' – celebrating differences and diversity • 'Understanding Change' – e.g. changes in our lives such as moving schools • 'Love and Loss' – identifying special people in our lives such as parents, carers and friends. How to cope with changing relationships, such as changing friendship groups • Peer Pressure and how to resolve conflicts • Recognising inappropriate contact and how to ask for help if we feel uncomfortable • Feelings and feeling safe- recognising early warning signs of feeling scared and unsafe and how to respond to them.

Year 5	<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? • 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, understanding the role of the bystander • Puberty – to understand the process of puberty, how our bodies change during puberty, how does a baby develop in the womb, to name the parts of the body • Relationships – family relationships, friendships, adult-child relationships
Year 6	<ul style="list-style-type: none"> • Sex education – Understanding how babies are made, naming parts of the body, understanding that puberty happens at different times for different people. Talking about heterosexual intercourse in the context of a loving relationship in order to make a baby. • Personal hygiene • Understanding Gender – what is meant by the term gender? What is gender stereotyping? How can it be limiting? • Understanding Sexuality – What is meant by the term sexuality? What might different family structures look like? • My Identity – What makes me ‘me’, likes, dislikes, family etc • Bullying – to identify different types of bullying, to understand how to ask for help, to understand how to speak out against bullying
Year 7	<ul style="list-style-type: none"> • ‘Forming positive relationships’ – understanding the importance of having lots of different friendships, equality in friendships, understanding how to resolve conflict • Diversity – valuing diverse friendships, recognising prejudice, • ‘Safe relationships online’ – understanding safe boundaries and healthy communication online • Friendships and Influence – managing peer pressure, how to have challenging conversations • ‘Positive Relationships’ – understanding the meaning of consent, how to talk about consent, communication in relationships, understanding different types of relationships
Year 8	<ul style="list-style-type: none"> • Friendships and managing influence • Building positive relationships • Gender stereotypes • What does a healthy relationship feel like? • What does an unhealthy relationship feel like? • Consent in relationships • Mental health and well-being

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

- recognising difference
- freedom of choice (*link to FBV – individual liberty*)
- respecting equality and diversity in relationships (*link to FBV tolerance for other cultures and beliefs*)
- freedom of expression (*link 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 develop 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 PHSEE curriculum coordinator (Nursery to Year 3) and the Head of PSHEE (Years 4 to 8) who, together with the Assistant Head (Pastoral) and academic department, are responsible for the overall planning, implementation and review of the programme.

- Together they ensure 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 3, RSE is taught in dedicated, timetabled lessons, in addition to a weekly PSHEE lesson.
- For Years 4 to 8, the RSE programme will be planned and delivered through weekly PSHEE lessons. 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 (see 5.e for further detail)
- Lessons will be differentiated by a range of teaching strategies, such as questioning to ensure pupils with SEND are catered for, 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 also taken from the PSHEE Association.
- Pupils from Nursery to Year 3 will take part in pupil conferences facilitated by the PSHEE Curriculum Coordinator and Deputy Head Pastoral.
- 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.
- An overview of the learning in each year group can be found on Firefly. We will also be delivering parent webinars in which we will discuss and detail the content of each year group's learning in relation to RSE.

- There may be occasions within a lesson when aspects of RSE are raised by pupils voluntarily. 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).

b) 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.
- 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, 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 PSHEE Curriculum Co-ordinator and the Deputy Head Pastoral.
- From Years 4 to 8, pupils will be able to raise questions by submitting an online questionnaire via Firefly, or through a manually submitting a written version to a 'questions box' located outside the Assistant Head Pastoral's office
- All staff teaching RSE will be supported by INSET training sessions. They will also be supported and developed by the by the PHSEE curriculum coordinator, the Head of PSHEE and the Assistant Head (Pastoral).

c) Pupil groupings

Pupils are taught in mixed ability and mixed 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.

d) Resources

Materials – A wide range of teaching resources are available to teachers and for inspection by parents through the PHSEE curriculum coordinator and the Head of PSHEE;

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 ongoing training organised by the PSHEE curriculum coordinator and the Head of PSHEE. All staff are required to teach within the school's code of conduct.

e) Assessment and evaluation

Teachers will use Assessment for Learning strategies in advance of 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 needs of the cohort, 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.

f) Time available

RSE forms some part of the curriculum in every year group. There may also be workshops throughout the year in order to deliver additional content. On occasion, Years 7 and 8 will participate in sessions that are being delivered to the Lower School at the College in order to align across sites. From Nursery to Year 3, RSE is delivered in a dedicated weekly slot, on top of timetabled weekly PSHEE lessons.

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 confidentially 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 DSL or DDSL 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 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 reinforced largely 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

- We will notify parents when sex education will be taught via written communication, which will be disseminated by the Head of PSHEE in advance of the sessions.
- We will offer parents the opportunity to view any sex education materials in advance of the lessons. Parents should contact the Head of PSHEE in this instance.
- We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through parent questionnaires and follow-up

webinars, in which we will explain RSE content and clarify the 'right to withdraw' guidelines, enabling parents to make informed decisions.

- 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 Assistant Head Pastoral in the first instance. Save in exceptional circumstances, and considering any pupil specific needs, the school will seek to respect the parents' request to withdraw the child, up to and until three terms before the child turns 16.
- The school 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 PSHEE programme. These include parents, the school nursing sister, 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 PSHEE Curriculum Coordinator, the Head of PSHEE.
- 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 ISI standards, this policy has been adopted after engagement with the parent body and the school will continue to afford opportunities for comment and engagement, particularly 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 be influential in adapting and amending planned learning activities. We will gather pupil voice through the use of questionnaires and discussion following RSE input, to understand how useful and relevant pupils have found this input to be.
- h)** Parent input will be collated throughout the academic year in the form of surveys. These will provide vital input as to the efficacy of the RSE provision in school, as parents 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
- PSHEE

9. Complaints procedure

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