

# Beech Lodge

## RELATIONSHIP & SEX EDUCATION POLICY

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# Relationship & Sex Education Policy

## 1. References and Statutory Requirements

The school's duty to provide Relationships and Sex Education (RSE) arises from the Children and Social Work Act 2017. Specific information is found in the 2019 DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', to which the school must have regard.

Additional guidance which informs the school's approach includes:

- **Keeping Children Safe in Education September 2023**
- **Working together to safeguard children**
- **The Equality Act 2010**
- **Preventing and tackling bullying**
- **Sexual violence and sexual harassment between children in schools and colleges**
- **Promoting fundamental British values**
- **The PSHE Association Curriculum and Resources guidance**

### **This Policy covers both primary and secondary phases at Beech Lodge School**

We consider all of our pupils to be vulnerable because of their Special Educational Needs. Due to the additional needs of the pupils, particular consideration is required to their age and stage to address specific issues of concern. Whilst teachers have a clear responsibility to educate, this needs to be in effective partnership with parents. Definitive advice from DfE has been published [here](#), and this policy seeks to follow that as appropriate.

Effective relationship and sex education (RSE) is essential if young people are to make responsible and well informed decisions about their lives. The purpose of this policy is to inform teachers, pupils, parents and carers on how we seek to provide RSE within our school in order to inform and protect them both in the present and the future.

Beech Lodge School wants to safeguard and promote the welfare of children who are pupils at the School, in order to help young people through their physical, emotional and moral development. RSE is not delivered in isolation, but rooted within our PSHEE framework and embedded across many other areas of our curriculum and school life.

This policy was produced by the senior leadership team and pastoral team, overseen by the Headteacher.

During our consultation in its development, we are including our staff, our school council, our Advisory Board and our parents. In addition, we are undertaking a review of RSE curriculum content with staff and pupils.

This Policy will be made available to Parents and Prospective parents through our school website and a hard copy made available on demand through the school office. Currently, we do not believe we have non-English speakers in our audience.

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## **2. What is Relationship and Sex Education (RSE)?**

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

As with all teaching at Beech Lodge, students are taught RSE at a level appropriate to their emotional and cognitive development. We take into account professional assessment, stage of emotional development, the students' history and family background, and work closely with parents/carers to ensure the student is in the right learning environment, learning the required content at the time that they are able to engage and understand it in order to achieve the best outcomes for that pupil. This is done on a case by case basis. All pupils in year 5 upwards will receive RSE however parents/carers have the right to withdraw their student from non-statutory parts of the programme (see section 8).

## **3. Claremont (Primary)**

All children will have an education that covers Health and Relationships. The focus in Claremont is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. The children will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate unsafe physical and other, contact – these are the introduction of teaching about consent, which will be built upon further when our pupils move further up the school.

The principles of positive relationships also apply online as, most of our children will be using the internet.

Teaching about families requires sensitive and well-judged teaching based on knowledge of our children and their circumstances. Families of many forms provide a nurturing environment for our children. Families include: adoptive parents, families headed by grandparents, foster parents/carers among other structures, single parent families, LGBTQ parents among structures.

**In Claremont, the subject is generally known as 'PSHE' -**

At this level, Sex Education is not statutory, although the DfE recommends that certain aspects are embraced, including the changes at puberty and the understanding of how babies are conceived and born. The two elements above, and any other aspects of sex education, are included in the school's scheme of work for RSE.

When considered across this educational age range, RSE involves learning at an age/stage-appropriate level, this includes learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. It involves both sharing information and exploring issues and values in an objective environment which promotes respect, tolerance and understanding.

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RSE is not about the promotion of sexual activity.

The RSE curriculum is delivered in Claremont and transition classes, using PSHE Association programme of study where the scheme of work is specifically mapped including all statutory RSE guidance. This is adapted by the teaching staff to the stage of their class. PSHE Association offers a comprehensive Programme for both Primary and Secondary PSHE including statutory Relationships and Health Education, in a progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, this properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Transition classes will use materials from the Primary and Secondary programme as appropriate for their needs.

#### **4. Deancroft (Secondary)**

**In Deancroft, the subject is known as 'PSHEE'.**

For the purposes of this policy, the subject is referred to throughout as 'Relationships and Sex Education' (RSE). All elements are taught and included within the PSHEE scheme, supplemented as appropriately across other areas of the curriculum.

It has three main elements:

##### **Attitudes and values**

- learning the importance of values and individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

##### **Personal and social skills**

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and – learning how to recognise and avoid exploitation and abuse.

##### **Knowledge and understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and – the avoidance of unplanned pregnancy.

#### **5. Aim**

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The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical and moral dimensions of sexual health. Our RSE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- know how the law applies to sexual relationships.

## **6. Organisation and Content of RSE**

Much of our RSE takes place in PSHE lessons.

PSHE in Claremont is delivered by Class teachers with support from other professionals where appropriate. These members of staff are familiar and trusted adults to the students. This lends itself to a respectful and engaging teaching environment in which the pupils are more relaxed and able to access the learning. These teachers know the pupils extremely well including their cognitive and emotional development levels, their family situations and backgrounds meaning that lessons can be adjusted where necessary.

In Deancroft, some of the curriculum is taught within twice weekly discrete PSHEE lesson delivered by a discrete team of staff and further embedded during Life Skills lessons and by Form tutors during Form time. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people to work with the pupils on many of the RSE topics as they are aware of each pupil's individual circumstances. RSE lessons are set within the wider context of the PSHEE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

The Science curriculum is delivered by suitably qualified staff. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal

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information being requested or disclosed by those taking part in the lesson, sometimes through the use of distancing techniques such as the use of an anonymous question box. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

The RSE curriculum is a scheme of work, delivered at secondary level, is a whole school approach delivered through the PSHEE/Life Skills programme.

## **7. Inclusion**

### *Ethnic and Cultural Groups*

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### *Pupils with Special Needs*

All of the pupils at Beech Lodge School have additional needs and we offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary. We recognise that pupils with SEND may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable. We understand that certain aspects of SEND may make a pupil more vulnerable to abuse and, in this context, take care to ensure that, in a manner commensurate with their understanding, pupils are warned about abuse and develop their resilience against it.

### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that RSE is relevant to them.

## **8. Right of withdrawal of pupils from RSE**

Parents have the right to withdraw their children from the non-statutory components of RSE; parents can identify when RSE is being covered by referring to the Curriculum Overviews which are published termly. Requests for withdrawal should be put into writing and addressed to the Head Teacher; a copy of withdrawal requests will be placed in the student's education record on School Base. However, withdrawal from RSE rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

Any such request will be treated sensitively. It will result in an invitation for the parent(s) to attend a meeting with the Assistant Head Pastoral, who will listen to the parents' concerns and explain the school's approach and its statutory obligations. It is hoped that, in this way, (i) reassurance will be provided, and parents' anxieties can be alleviated, (ii) the school can, if necessary, make adjustments to its programme and (iii) an agreement can be reached which enables the child to attend the lesson(s).

## **9. Confidentiality, Controversial and Sensitive Issues**

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Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- Child protection issues will be considered, and referred if necessary to the Designated Safeguarding Lead under the school's procedures.
- In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.
- The school will take all reasonable steps to encourage the young person to talk to their parent/carer and if necessary to seek medical advice.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual pupil, but in a classroom situation they must follow the school's policies.

## **10. Training**

Staff are trained on the delivery of RSE and meet on a regular basis with the PHSEE Coordinator and on INSET and Training days. We will ensure that staff receive up to date training on all issues such as female genital mutilation (FGM) and the Prevent duty. Teachers will be trained to teach awareness among children of the dangers of being online and how to protect themselves on social media. We ensure that we have a holistic whole-school approach to teaching RSE and provide relevant and informative training for all staff. We prepare staff for the implications of any new legislation, such as teaching students how to recognise and give consent and ensuring student safety online.

## **11. Monitoring and Evaluation of RSE**

It is the responsibility of the Assistant Head Pastoral to oversee and organise the monitoring and evaluation of PSHEE, in the context of the overall school plans for monitoring the quality of teaching and learning.

Our inspection via the Independent Schools Inspectorate is required to evaluate and report on spiritual, moral, social and cultural development of our pupils. This encompasses evaluating the school's PSHEE and RSE policy, and on support and staff development, training and delivery, though published Inspections reports may not necessarily make explicit mention of RSE.

The next formal review will take place prior to September 2024, in time to include the outcomes of parental and pupil consultations taking place in the academic year 2023/24.

## Appendix 1. Letter to Parents

Dear Parents/Carers,

As part of your child's educational experience at Beech Lodge School, we aim to promote personal wellbeing and development through an inclusive programme of Personal, Social and Health Education (PSHE) that gives our young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future.

Relationships Sex Education (RSE) and Health Education is now compulsory in all schools.

The new guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. Learning about the emotional, social and physical aspects of growing up, it will give young people the information, skills and positive values to have safe, fulfilling relationships and will help them take responsibility for their own well-being. All of the sessions will be age/stage appropriate.

### **How will this be delivered?**

At Beech Lodge, the RSE content is delivered through our comprehensive PSHE programme which is taught throughout the school in every year group and is monitored and reviewed regularly.

The PSHE curriculum at Beech Lodge mainly uses the widely used PSHE Association resources and will be reinforced through initiatives such as Girl Talk and Boy Talk.

All teaching of PSHE will take place in a safe learning environment and be underpinned by our school ethos and values. A variety of opportunities will be provided for pupils to ask questions to further their understanding and to find out more about what affects them personally. All lessons are taught using correct terminology, child-friendly language and diagrams.

### **What if I have questions?**

To introduce parents to this concept and to ensure everyone is informed, we would like you to read our RSE policy and the content of our Relationships and Sex Education programme which can be found on our school website.

The RSE policy also contains important information for parents who may wish to withdraw their children from these classes

As a school community, we are committed to working with parents. To make any comments or provide feedback on this policy, please email Dan or myself.

Yours faithfully,

Dan Gillespie  
Headteacher

Jack Rider  
Assistant Headteacher



## Claremont Class Groups

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Miro	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Blake	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Kusama/Goldsworthy	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Solak/Chagall	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

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## Deancroft and Transition Class Groups

	<b>Autumn 1</b> Health & wellbeing	<b>Autumn 2</b> Living in the wider world	<b>Spring 1</b> Relationships	<b>Spring 2</b> Health & wellbeing	<b>Summer 1</b> Relationships	<b>Summer 2</b> Living in the wider world
Amos/Kandinsky	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, including first aid	<b>Developing skills and aspirations</b> Careers, teamwork and enterprise skills, and raising aspirations	<b>Diversity</b> Diversity, prejudice, and bullying	<b>Health and puberty</b> Healthy routines, influences on health, puberty, unwanted contact, and FGM	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Financial decision making</b> Saving, borrowing, budgeting and making financial choices
D4/D5	<b>Peer influence, substance use and gangs</b> Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	<b>Setting goals</b> Learning strengths, career options and goal setting as part of the GCSE options process	<b>Respectful relationships</b> Families and parenting, healthy relationships, conflict resolution, and relationship changes	<b>Healthy lifestyle</b> Diet, exercise, lifestyle balance and healthy choices, and first aid	<b>Intimate relationships</b> Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	<b>Employability skills</b> Employability and online presence
D3	<b>Mental health</b> Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	<b>Financial decision making</b> The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	<b>Healthy relationships</b> Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role models and the media	<b>Addressing extremism and radicalisation</b> Communities, belonging and challenging extremism	<b>Work experience</b> Preparation for and evaluation of work experience and readiness for work

D2/D1	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities	<b>Next steps</b> Application processes, and skills for further education, employment and career progression	<b>Communication in relationships</b> Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<b>Independence</b> Responsible health choices, and safety in independent contexts	<b>Families</b> Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	
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