



BRIGHTON AND HOVE CLINIC SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

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Brighton and Hove Clinic School is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

1. Statement of intent
2. Legal framework
3. Roles and responsibilities
4. Organisation of the RSE curriculum
5. Delivery of the curriculum
6. Working with parents
7. Working with external agencies
8. Withdrawal from lessons
9. Equality and accessibility
10. Safeguarding and confidentiality
11. Assessment
12. Staff training
13. Monitoring and review

Statement of intent

For the purpose of this policy:

“**RSE**” refers to relationships and sex education and is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.

At Brighton and Hove Clinic School, we understand the importance of educating students about sex and relationships for them to make responsible and well-informed decisions in their lives.

The teaching of RSE can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

RSE at Brighton and Hove Clinic School also reflects the needs of our students, and is delivered in conjunction with the Healthcare Team, where appropriate, with consideration for each student’s Care and Treatment Plan. All staff involved in the delivery of RSE must be sensitive to the students’ experiences and emotions. Some students will receive a higher level of support and input due to their needs and past experiences; working on particular areas of the RSE curriculum more intensively, through 1:1 and/or therapeutic support.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- Positive Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy, including the Acceptable Use Policy Agreement
- Equal Opportunities
- Preventing Bullying Policy
- Child Protection and Safeguarding Policy

Roles and responsibilities

The Management Committee will be responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSE curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
- Ensuring RSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.

- Ensuring that all teaching staff receive ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.

The Headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring there is adequate time on the school timetable to deliver RSE.
- Ensuring parents are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE curriculum.
- Discussing withdrawal requests with parents, and the student if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding reviews of the school's RSE curriculum.
- Reviewing this policy on an annual basis.
- Reporting to the Management Committee on the effectiveness of this policy and the curriculum.

The Deputy Headteacher will be responsible for:

- Overseeing the delivery of RSE.
- Working closely with staff in related curriculum areas to ensure the RSE curriculum compliments, and does not duplicate, the content covered in other curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high quality.
- Reviewing changes to the RSE curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of Teaching Assistants (TAs) in order to meet students' individual needs.
- Helping to develop staff expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the school meets its statutory requirements in relation to RSE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.

- Organising, providing and monitoring continuing professional development (CPD) opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

The Designated Safeguarding Lead (DSL) will be responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a student that have arisen through the teaching of RSE.
- Organising a safe space for students to go should they need additional support or time to talk after an RSE session.
- Ensuring staff teach in a trauma-informed manner and are particularly mindful of more vulnerable students who may have adverse childhood experiences or potential triggers related to the material.

Subject teachers will be responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE in a manner that is sensitive, of high quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE.
- Liaising with the Deputy Headteacher to identify and respond to individual needs of students with SEND.
- Liaising with the Deputy Headteacher on key topics, resources and support for individual students.
- Monitoring progress in RSE.
- Reporting any concerns regarding the teaching of RSE or health education to the RSE subject leader or a member of the SLT.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the DSL.
- Providing an inclusive approach to their lesson delivery.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

Organisation of the RSE curriculum

The RSE curriculum has been developed, and will be monitored and reviewed, in consultation with teachers, the hospital team, students and parents, and in accordance with DfE recommendations.

We will gather the views of teachers, the hospital team, students and parents in the following ways:

- Questionnaires
- Meetings
- Letters
- Training sessions

The majority of the RSE curriculum is delivered through PSHE education, with statutory elements taught via the Science curriculum.

The school will determine an age-appropriate, developmental curriculum which meets the needs of students and includes the statutory content outlined in Appendix A. It is recognised however that due to the complex needs of our students, the curriculum may need to be adapted from time to time dependent on a student's physical, emotional and mental health presentation.

The school will ensure that the curriculum remains in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE)' guidance at all times.

The RSE curriculum will be informed by topical issues in the school and wider community, to ensure it is tailored to students' needs, e.g. if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

Delivery of the RSE curriculum

The RSE curriculum will be delivered by appropriately trained members of staff as part of the PHSE and Science Curriculum.

Teachers will ascertain through assessment and self-evaluation how much a student knows about each topic and will use this information to help them plan relevant lessons. In addition, as most students remain on roll at their 'home-school', teachers will also obtain an educational overview from their counterparts so that lessons can be adapted accordingly to address any gaps in knowledge.

RSE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.

Due to the nature of our setting, teachers will ensure that the curriculum proactively addresses topical issues in a timely manner in line with current evidence of a student's physical, emotional and mental health presentation.

The school will integrate LGBT+ content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBT+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity and the features of stable and healthy same-sex relationships.

All teaching and resources will be assessed by the Deputy Headteacher to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age and cultural background of students. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy, and Acceptable Use Policy Agreement.

Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

Teachers will focus heavily on the importance of healthy relationships, including marriage, when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.

Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Terminology

Students will be taught the anatomically correct names for body parts; the school will dispel myths and will also understand other names of body parts that can sometimes be used to replace the correct terminology. Lessons around keeping safe and how certain parts of the body should be private must be addressed to ensure students are not left vulnerable.

Dealing with difficult questions

It is important that all school staff feel comfortable to take RSE classes and answer questions from students. If the teacher does not feel confident leading discussions, then that is likely to be reflected by the students, and their learning will be compromised.

The school will provide regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important. Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the Headteacher or Deputy Headteacher.

Working with parents

The school understands that parents' role in the development of their children's understanding about relationships and sex is vital and will, therefore, engage parents as far as possible in their children's learning. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to RSE.

The school will consult closely with parents when reviewing the content of the school's RSE curriculum, and will be given regular opportunities to voice their opinions and concerns.

The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be the school's to make.

The school will remain aware that the teaching of some aspects of the curriculum may be of concern to parents. If parents have concerns regarding RSE, they will submit these to Headteacher.

Working with external agencies

Working with external agencies will be used to enhance our delivery of RSE and bring in specialist knowledge and different ways of engaging students. External experts may be invited to assist from time-to-time with the delivery of the RSE curriculum but will be expected to comply with the provisions of this policy.

When working with external agencies, the school will ensure:

- A teacher is present throughout these lessons.
- Visitors are given a copy of this policy and expected to comply with the guidelines outlined within it.
- All resources used by guest speakers are available to parents to view prior to lesson delivery.
- The lesson the external expert has planned fits with the school's planned curriculum and this policy.
- The expert's credentials are checked before they are able to participate in delivery of the curriculum.
- That the materials the expert intends to use, as well the lesson plan, is age appropriate, and meet all students' needs, including those with SEND.
- That procedures for confidentiality are in place; this includes ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

Withdrawal from lessons

The school will always recognise that parents have the right to have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships elements of the programme.

Requests to withdraw a child from sex education will be made in writing to the Headteacher.

Before granting a withdrawal request, the Headteacher will discuss the request with the parents and, as appropriate, the student and the hospital team, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the student turns 16.

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

The school will design the RSE curriculum to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. SEND or being LGBT+. Teachers will understand that they may need to liaise with the Deputy Headteacher and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and managed promptly. Sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Child Protection and Safeguarding Policy.

Safeguarding and confidentiality

All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.

To meet DfE's best practice advice, the DSL will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.

When teaching issues that are particularly sensitive, teachers will be made aware of the risks of inadvertently encouraging or providing instructions to students. Teaching of these subjects will always prioritise preventing harm to students as a central goal.

Teachers will understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the DSL will be alerted immediately. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

Assessment

The school will have the same high expectations of the quality of students' work in RSE as for other curriculum areas. Lessons will be planned to provide suitable challenge to students of all abilities. Teaching will be assessed and assessments used to identify where students need extra support or intervention. There are no formal examinations for RSE; however, to assess outcomes, the school will capture progress through written tasks and self-evaluations.

Staff training

Training will be provided by the Deputy Headteacher to the relevant members of staff to ensure they are up-to-date with the RSE curriculum. Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. "sexting", which may need to be addressed in relation to the curriculum.

Monitoring and review

The Deputy Headteacher will be responsible for monitoring the quality of teaching and learning for the subject. They will conduct subject assessments on a termly basis, which will include a mixture of Learning walks, Work scrutiny and Audits Lesson. This policy will be reviewed by the Headteacher in conjunction with the Deputy Headteacher on an annual basis.

Appendix A

PHSE

Families

By the end of secondary school, students will know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- About the characteristics and legal status of other types of long-term relationships.
- About the roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

Respectful relationships, including friendships

By the end of secondary school, students will know:

- About 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and 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 seek help.
- About the types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- About the legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

<p>Online and media</p> <p>By the end of secondary school, students will know:</p> <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts. • About online risks, including that material shared with another person 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 they receive. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail. • How information and data is generated, collected, shared and used online.
<p>Being safe</p> <p>By the end of secondary school, students will know:</p> <ul style="list-style-type: none"> • About the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.
<p>Intimate and sexual relationships, including sexual health</p> <ul style="list-style-type: none"> • By the end of secondary school, students will know: • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or enjoy intimacy without sex. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
<p>Science</p> <p>Intimate and sexual relationships, including sexual health</p> <p>By the end of secondary school, students will know:</p> <ul style="list-style-type: none"> • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women. • The facts about the full range of contraceptive choices, their effectiveness and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help. • How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

