



BRYANSTON

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

1. The Importance of RSE

Children need high-quality relationships and sex education, so they can make wise and informed choices.¹ High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.²

Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, relationship education (PSRE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.³

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.⁴

2. Legal Framework

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Full guidance may be found on the following link.

¹ The Importance of Teaching' Government White Paper 2010

² Sex and Relationships Education (SRE) for the 21st Century, PSHE Association 2014 p3

³ Ibid.

⁴ 'Relationship Education, Relationships and Sex Education (RSE) and Health Education' D of E p25



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty, biological aspects of sexual reproduction and use of hormones to control and promote fertility.

Secondary schools are required to provide an RSE programme which includes information about sexually transmitted infections (STIs) and HIV/AIDS.

All schools must provide and make available for inspection and to parents an up-to-date policy and also provide access to the content and organization of RSE taught outside of national curriculum science.

Parents have the right to withdraw their child from all or part of the RSE provided outside the science curriculum (please see section 9 and appendix A).

The Equality Act 2010 covers the way that the curriculum is delivered. RSE issues must be:

- Taught in such a way that does not subject pupils to discrimination. All pupils at Bryanston School are given equal access to RSE, including those who identify as part of the LGBT+ community;
- Ensures that young people are protected from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned. Whilst Bryanston School has a Christian foundation, all the major world religions are recognised as sources of philosophical and moral wisdom;
- All political issues must be taught with a balanced view.

The DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance published June 2019 (updated July 2020) indicates that school governing bodies must have regard for the guidance. By the end of secondary school, Pupils should have consideration for the following topics:

Families

Pupils should 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 – for example, 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;
- the characteristics and legal status of other types of long-term relationships.



- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting;
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Pupils should know:

- the characteristics of positive and healthy friendships, in all contexts including online, such as:
 - trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict;
 - reconciliation and ending relationships, this includes different (non-sexual) types of relationship.
- practical steps they can take in a range of different contexts to improve or support respectful relationships;
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice);
- that in school and in 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 get help;
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control;
- what constitutes sexual harassment and sexual violence and why these are always unacceptable;
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

Pupils should know:

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online;



- about online risks, including that any material someone provides to another 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 is sent to them;
- 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, for example 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 (including those created by children) is a criminal offence which carries severe penalties including jail;
- how information and data is generated, collected, shared and used online.

Being safe

Pupils should know:

- 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, in all contexts, including online.

Intimate and sexual relationships, including sexual health

Pupils should 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 or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing;
- the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause;
- that there are a 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 to enjoy intimacy without sex;



- the facts about the full range of contraceptive choices, efficacy and options available;
- the facts around pregnancy including miscarriage;
- that there are choices in relation to pregnancy (with medically and legally 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), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing;
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment;
- 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.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people, and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime



- female genital mutilation (FGM)

3. The Principles of High Quality RSE

Relationships and sex education at Bryanston School:

- is a partnership between home and school;
- ensures pupils' views are actively sought to influence lesson planning and teaching;
- is relevant to pupils at each stage in their development and maturity;
- is taught by staff who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent;
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values;
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services;
- helps pupils understand on and offline safety, consent, violence and exploitation is both medically and factually correct and treats sex as a normal and pleasurable part of life;
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience;
- uses active learning methods, and is rigorously planned, assessed and evaluated;
- helps pupils to understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media;
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations;
- promotes equality in relationships, recognises and challenges gender inequality and reflects a positive ethos and environment for learning;
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school;
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships;
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice;
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying.

4. Development, Production and Review of the Bryanston RSE policy

This policy has been developed with guidance from the PSHE Association, the Bryanston Medical Centre, A Bryanston pupil-based wellbeing group, PSRE co-ordinators, Bryanston Parents and Head of Pupil Development. It will be reviewed during its first year of implementation (May 2021) by the Deputy Head Boarding and Pastoral, Head of Pupil Development, Safeguarding Governor, PSRE Co-ordinator and a pupil led PSRE review



committee. Parents will also have the opportunity to offer further comments for consideration by May 15th 2021.

A PSRE committee led by the PSRE co-ordinator and including staff from a range of disciplines provides ongoing review of the RSE programme.

5. Parents

The School believes that the prime responsibility for bringing up children rests with the parents. Parents are the key figures in guiding their children to cope with the emotional, physical and psychological aspects of growing up and in preparing them to cope with challenges, responsibilities and fulfilment which sexual maturity brings. Through its RSE programme the School has a role complementary and supportive to that of the parents. This policy is available to all parents on the school website and parents are invited to engage the school with views on the RSE policy.

We welcome parental involvement with the RSE programme. Parents are welcome to view any of the teaching material used by contacting, in the first instance, Mr Matthew Boote, PSRE Co-Ordinator, mxb@bryanston.co.uk, or Dr Preetpal Bachra, Head of Pupil Development, psb@bryanston.co.uk, Mrs Claire Miller, Deputy Head (Boarding & Pastoral), clm@bryanston.co.uk or Mr Richard Jones, Second Master.

We have a series of parental lectures/discussion sessions on a range of RSE topics during the academic year.

6. Aims

The specific objectives of the RSE provided at Bryanston are to support the personal, physical, psychological, cultural, moral and spiritual development and well-being of the pupils. Bryanston's RSE is designed to help develop and prepare the pupils for the opportunities, responsibilities and experiences of adult life so that they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Be aware of their sexuality and understand human sexuality;
- Understand the arguments for delaying sexual activity and avoid being pressured into unwanted or unprotected sex;
- Understand the reasons for having protected sex.;
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
- Develop relationships based upon mutual respect;
- Have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
- Understand about different kinds of loving sexual relationships, the nature of sexual orientation, sexual identity and gender, the process of human reproduction, the value of marriage and stable relationships for family life and bring up children;
- Communicate effectively;



- Have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
- Avoid being exploited or exploiting others by understanding what these terms mean;
- Access confidential sexual health advice, support and if necessary, treatment;
- Know how the law applies to sexual relationships.

There are three intertwined elements to the pupils' RSE: those of attitudes and values, personal and social skills and knowledge and understanding. To encompass all these and to ensure that the information is delivered at age-appropriate levels the course and material has been based on the DfE Relationships Education guidance (2019) suggested learning objectives given in Section 2 of this policy. As our entry is from Year Nine it is assuming that much of the material to know by the end of KS3 will come as revision.

7. Delivery, training and SEND

Teachers who are responsible for covering RSE are given specific guidance in both the subject material and the appropriate teaching methodologies. RSE issues will be discussed in safe environment where trust, co-operation and support between the pupils minimises embarrassment. All teaching staff receive child protection training and are aware of how to treat a disclosure by a pupil.

Aspects of the course that relate specifically to sex education are delivered by the medical centre via a specialist sexual health nurse. This takes place formally in allocated teaching time. Nurses regularly visit boarding houses to informally follow up sex education classes. Where this may occur, houseparent's are told of the visit in advance and of any pupils who have been withdrawn from the sex education element of the course will be excused.

Relationships Education, RSE and Health Education must be accessible for all pupils. All teachers have notice of the SEND and disabilities register and those pupils listed are discussed at the start of the year and discussions with houseparent's and parents initiated if any concerns are raised.

The year 9 (D year) programme is taught via a timetabled double lesson every week for the entirety of the academic year. Pupils also take part in timetabled PE lessons. RSE is covered in every term but the sex education elements are delivered in the Summer Term by the school medical team.

The year 10 (C year) programme is taught via a timetabled double lesson every week for half of the term. Pupils move to taught PE lessons in the other half of the term. The PSRE programme runs for the entirety of the year. RSE is covered in every term but the sex education elements are delivered in the Summer Term by the school medical team.

The year 11 (B year) programme is taught via a timetabled double lesson every week for half of the Autumn term. Pupils move to taught PE lessons in the other half of the term. In the Spring Term, a programme of lectures and interactive debate is in place. The PSRE



programme runs for the duration of the Autumn and Spring terms and RSE is included in both terms.

8. The Role of the Pastoral Team

The School's pastoral network supports the RSE provided. Pupils can discuss any of the issues raised as they impact upon them as an individual with a wide variety of people including Housemasters, Matrons, older pupils, peer mentors, Tutors, the Chaplain Rev Jo Davis, Deputy Head Boarding & Pastoral Claire Miller, the Second Master Richard Jones, the Health Centre staff, the School Counsellors and the Independent Listener Ken Reynolds.

9. The Right of Withdrawal

Parents have the right to request that their child be withdrawn from some of all of sex education delivered as part of statutory RSE. If parents wish to withdraw their child, they are asked to complete and sign the form in Appendix A and either post a completed form to the PSRE Co-ordinator, Mr Matthew Boote, Bryanston School, Blandford Forum, Dorset, DT11 0PX or to email a completed and signed copy to Mr Matthew Boote mxb@bryanston.co.uk. On receipt of this form, the PSRE Co-ordinator will discuss the matter with the Second Master, Mr Richard Jones, the Head of Pupil Development, Dr Preetpal Bachra and the pupil's houseparent.

Once these internal discussions have taken place, parents will be contacted by the Second Master to discuss the implications for the pupil of being withdrawn from the sex education element of the programme.

A pupil may be withdrawn up to and until three terms before they turn 16. After that point, if the pupil wishes to receive sex education rather than be withdrawn, the school will, in consultation with the medical centre, make arrangements for the pupil to receive sex education information and support.

It is the hope and expectation of the School that all pupils will take part in the full programme. The School is happy to discuss parents' concerns about any part of the programme and to provide support materials where necessary.

10. Use of Outside Agencies

Outside speakers are sometimes invited to talk to the pupils. When this happens, they are provided with a copy of this Policy and are required to provide a summary of the content of their presentation and their approach to the appropriate staff beforehand.

11. Distribution of the Policy

Copies of this Policy are available for parents, staff and governors.



12. Procedures for Monitoring and Evaluation

The Deputy Head Boarding & Pastoral and Head of Pupil Development are accountable to the Governors in ensuring that the RSE Policy operates in practice. This policy is updated yearly and approved by the Deputy Head Boarding and Pastoral.

Reviewed: April 2021
Reviewer: Head of Pupil Development,
Deputy Head Boarding & Pastoral
Next Review: April 2022
Author: Head of Pupil Development



Appendix A: Parent Form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS	
Name of Child	Form
Name of Parent	Date
Reason for withdrawing from sex education within relationships	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY SCHOOL	
Agreed actions from discussions with parents	