



**BRYANSTON**

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## **BRYANSTON SCHOOL 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.<sup>1</sup> High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life.<sup>2</sup>

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) Personal, Social Health Education at Bryanston Knighton House. 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.<sup>3</sup>

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.<sup>4</sup>

### **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

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<sup>1</sup> The Importance of Teaching' Government White Paper 2010

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

<sup>3</sup> Ibid.

<sup>4</sup> '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 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 and Bryanston Knighton House 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 and Bryanston Knighton House 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 and

## **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 and Bryanston Knighton House:

- 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 well-being 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 Acting Second Master, Head of Pupil Development, Safeguarding Governor, PSRE Co-ordinator, Head of PSHE, Head of Pastoral Care and medical matron at Bryanston Knighton House and a pupil led PSRE review committee. Parents will also have the opportunity to offer further comments for consideration by May 15<sup>th</sup> 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](mailto:mxb@bryanston.co.uk), or Dr Preetpal Bachra, Head of Pupil Development, [psb@bryanston.co.uk](mailto:psb@bryanston.co.uk), Mrs Claire Miller, (Acting Second Master), [clm@bryanston.co.uk](mailto:clm@bryanston.co.uk) or Mr Richard Jones, (Acting Head). For Bryanston Knighton House please contact Mrs Rosie Spencer, Head of PSHE [grs@bryanstonkh.co.uk](mailto:grs@bryanstonkh.co.uk) or Miss Charlotte Weatherley, Head of Pastoral Care at [cepw@bryanstonkh.co.uk](mailto:cepw@bryanstonkh.co.uk)

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 boys. 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 specialised sexual health nurse. This takes place formally in allocated teaching



time. Nurses regularly visit boarding houses of both Bryanston and Bryanston Knighton House 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 houseparents 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.



## BRYANSTON

### AUTUMN TERM - YOUR WORLD

In their first term at Bryanston, PSRE will enable pupils to reflect on their current personal identity as well as developing on their social and cultural perspectives.

Week	Topic	Content	Lesson Objectives	Resources
1	Identity & Ambition	who am I? Where am I? Who do I want to be?	Pupils getting know each other a little and exploring how to make connections. To begin the creation of a fun, interactive, thought-provoking, reflective, and respectful environment. To also begin the process of building a 'time capsule' (an activity that is usually very well received at the end of the year). To challenge the way in which pupils think about themselves and the world around them.	On Teams



2	Mental Health	What is good mental health, what nourishes it? What negatively impacts mental health? How does this link to identity?	To understand that mental health can be positive as well as negative. We can take control of our mental health and can help each other out by listening and showing empathy. Professional help is available if needed.	On Teams
3	Bullying	Forms it can take – reference to e-safety here, link to identity, impact on mental health, support systems, strategies to deal with it, how can we move out of a 'victim' state?	To get an understanding of the forms bullying can take, the impact it can have, what we can do to support others and ourselves, and that bullying is unacceptable and it goes against everything the school stands for.	On Teams
4	Body Image		Our aim is to help pupils to reflect on how 'body image is conveyed' and the impact this can have on our own sense of self. We also want pupils to think about the content they consume and the role of marketing departments.	On Teams
5	E-safety	PSB & AJB to take lecture!	After this lecture, pupils should understand the dangers online and know how to use the internet safely whilst avoiding any potential dangers..	
6	Faith & Identity *	Rotation begins and is delivered by JOHD!		



7	The debate on race	Why has the concept of Race received so much media attention since 2020? What is BLM? What is the impact? Are we aware of the history of race relations? What is meant by implicit bias, prejudice and racism? How can we all advance our knowledge and goals?	To be able to answer the questions in the content box.	On Teams
8	The Digital World	What can we trust? What is social media? The impact of photomanipulation.		On Teams
9	LGBTQ+			On Teams
10	Stress & Anxiety			On Teams
11	Building Healthy Relationships			On Teams
12	Gratitude	How would you define gratitude? What is the link between happiness and gratefulness? What do we mean by stop signs?	To be able to understand the term 'gratitude' and the link it has with happiness. To gain an understanding of what you are grateful for and how opportunities and challenges can lead to success.	On Teams



## SPRING TERM - THE WORLD AROUND YOU

The aim is for pupils to examine the world around them and to begin to form a view on what matters to them. An emerging awareness of politics, finance, technology, environment and conflict.

Week	Topic	Content	Lesson Objectives	Resources
1	Catch up	Feedback suggested that there were some topics from the Autumn term schedule that were not covered, and that staff would like to cover so this week provides an opportunity to do so. There may be particular topics that staff would like to cover that stem from the Christmas period and MXB will advise if you wish to pursue this route.		
2	The Political World	Guidance and resources to be provided by WJB and JRWW.		



3	The Natural World	This lesson aims to spark/fan an awareness of environmental issues and the role that individuals can play both proactively and in raising awareness. We look at current issues and approaches to environmental concerns – global warming, plastic and oceans, renewable .		
4	The Financial World	How is profit made, the role of big firms, how do stocks and shares work, the secrets of the millionaires, philanthropy, how much money is enough? What is value? What is valuable?	This lesson hopes to introduce the role of money in society but also the concepts of revenue and costs (and therefore, profit). This principle can be applied on a personal level with budgeting. The concept of making money is to minimise costs and increase revenues and whilst the focus is on 'how money is made,' a key aspect of the lesson is to have students reflect on how they spend money, why, and for what return. They will also be challenged to look at branding and why they place a value on such brands.	



5	The Digital World	The theme of the week is “An Internet we Trust: Exploring Reliability in the Digital World.’ Topics to be examined include ‘fake news,’ ‘digital manipulation/Deepfakes,’ ‘verifications,’ ‘evidence checking/multi-sourcing,’ ‘identity theft and fraud.’ A school-wide installation will also be used to raise awareness.		
6	The Social World	An examination of societal structures, crime, drugs, privilege, inequality. What is sociology? The role of culture as representative of society - including Rap and Grime music, The role of art, literature, poetry and theatre.		
7	Our Contested World	What do we ‘contest’ and how does contest lead to ‘conflict?’ In this session we raise the philosophical issues of international relations, values and war. How do we construct our sense of National Identity – The Northern Irish question, the emergence of the Republic of South Africa and the notion of ‘British Values’ are examined.		



8	Our Connections in the World	<p>What does a healthy relationship look like? Have the courage to form, sustain and end relationships – in all forms e.g. sexual (heterosexual and other), family, friends. We examine the potential for abusive relationships. Introduction to Transactional Analysis. Karpan’s ‘Drama Triangle’ is introduced as well as the shift to the ‘Winner’s Triangle’</p>		
9	The Scientific World	<p>The world of the brain looks at how our understanding of the brain allows us to better understand behaviours and to have greater control of our own using concepts covered in ‘The Chimp Paradox’ by Dr Stephen Peters. We also introduce nutrition, exercise and the notion of healthy bodies. The science of sport is also introduced.</p>		
10	The World of Mental Health	<p>What is Mental Health? This interactive lecture examines Stress and Anxiety and recognising what things are in our ‘stress container.’ We can reframe some of those items by realising they are products of ‘cognitive distortions.’ Introduction to Cognitive Behavioural Therapy. The role of resilience and gratitude is examined as well as the Mental Health Continuum – the state of flux in how we are feeling but also the optimism that we can have a diagnosable mental health condition and still be ‘living our best lives’</p>		



SUMMER TERM - YOUR PLACE IN THE WORLD

The ‘theme’ is to encourage pupils to now think about how they see their own place in the world around them i.e. how they can analyse and strengthen their own sense of self, ability to interact with others and to develop their own set of principles on matters impacting them directly and indirectly.

Column1	Topic	Content	Lesson Objectives	Resources
1	Thinking, Language & Relationships	<p>The session begins with an explanation of the ways in which our brains deconstruct information. The notion of ‘System 1’ and ‘System 2’ and the ideas developed in ‘Thinking, Fast and Slow’ by Daniel Kahnemann. The aim is to learn how we have formed our opinions (intuitively and by ‘thinking’ hard on them) but also how both these systems can be ‘inaccurate’ and thus pupils need to CHECK and CHALLENGE their thinking especially as this term, there is a focus on expressing their opinions. The next section of the lesson explores elements of the life of Muhammad Ali. His iconic and charismatic persona is contrasted to the language he used towards Joe Frazier (‘Uncle Tom,’ ‘Ugly,’ ‘Gorilla’). If we accept certain language then, as illustrated in part 1 of the lesson, our brains can form opinions based on that. The third part of the lesson is an open debate/examination of ‘What is banter’ – a further exploration of language. The penultimate part of the lesson turns attention to the concept of ‘sexual harassment’ and whether pupils can define this.</p> <p>Characteristics/actions/behaviours that might be considered as sexual harassment are shown. Why do we use/allow language or actions that may be considered as sexual harassment? The final part of the lesson looks at the optimism of language and friends/peers using positive language to support each other. An extension exercise of ‘the positive papers’ is provided.</p>	<p>This lesson aims to link how brains think, to language, to sexual harassment (more on this later in the term), to using language to lifting others up. There is also the message of ‘checking’ our own opinions.</p>	



2	Taking a stance. Activism & Extremism'	<p>The aim is to introduce the idea of activism and that pupils may wish to consider policy, campaigning, raising awareness and bringing about change. The examination of environmental action echoes 'our environmental world' lesson in the Spring term. We then examine when activism moves to terrorism/extremism and the concept of radicalisation. The activity on 'who is a terrorist' reflects some of the week 1 content and the way our brains drive our opinions. Resources provided by Votes for Schools and the Counter Terrorism Police are used to understand risk factors of radicalisation and how the PREVENT strategy is mobilised. Pupils are reminded of what steps and support is available for them.</p>	<p>This lesson aims to examine how their opinions can be used to speak on matters that are important to them. The importance of environmental awareness is revisited as well as the concept of terrorism, extremism and the PREVENT strategy.</p>	
3	PREVENT Strategy	PREVENT strategy continued.		Slides from previous week



4	Body Image	Related to the A3 festival (installation on consent, Fashion show) and Whole School assembly by Esme Thomas (21 <sup>st</sup> May), We examine the concept of Body image, factors affecting perception, eating disorders/disordered eating, photo manipulation, the body positivity movement and support structures within school. Links are drawn to week 1 theme of 'our brain' and the mental health lesson of the Spring term. Lesson is divided into 2 parts The first is a lecture/presentation style format in DJLT. Resources prepared by former pupils, Arianne Jones and Ben James. The second half of the lesson is a 'breakout' session and pupils return to the classroom for a review of the content with A2 pupils.	This lesson also highlights advanced elements of pupil voice i.e. senior pupils raise a topic they feel should be a part of the current curriculum and then take responsibility for refining and delivering their idea.	
5	Shaping your immediate environment	A summary of the topics covered this year. Pupils are asked to identify topics that were impactful and should remain as part of the PSRE course next year, They are also asked to identify topics that they would like to present (as senior pupils have Ari, Ben, Esme on Body image, Bella, Ava, Minna, Emily on the environment). Pupils are also asked to identify topics that they would like to know more about and some of these may be included after half term. Thus, the concepts of pupil voice and activism are brought together to encourage pupils to have a deeper connection with their own environment.		
6	Faith Rotation*			Delivered by JOHD
7	Pupil Identified Topics*			
8	Pupil Identified Topics*			
9	Pupil Identified Topics*			
10	Pupil Identified Topics*			



At Bryanston Knighton House, pupils from B3 to Alpha have an hourly lesson of PSHEE delivered by the form tutor weekly. Children in the Orchard have PSHEE topics integrated into classroom lessons.

BKH	Autumn	Spring	Summer
Alpha (year 8)	Play ... Respect Kindness Stress – how it affects the body, how to minimise stress levels. Who can I talk to? Time management The importance of exercise and sleep. Bullying and ‘One kind word’	Drug use and misuse. Legal and illegal substances. Consequences of drug misuse. Alcohol and smoking Balanced diets The effects of choices on our lifestyles Relationships + consent+ STI’s Study skills and organisation. Time management Manners	Democracy and elections. Pollution. Human rights + Black Lives Matter Community First aid Enterprise Position of teenage girl in society. Personal hygiene Revision organisation and techniques.
A1 (year 7)	Play ... Respect Stress and time management Self- esteem Kindness Developing life skills, personal organisation and role models. Acting responsibly, Bullying and ‘one kind word’ . The importance of exercise and sleep Relationships, puberty and menstruation,	Legal and illegal substances. Drug use and misuse. Solvents use and misuse Smoking. Alcohol. Balanced diets Resisting pressure, making choices, self-esteem. Relationships + consent STI’s, HIV and Aids Study skills and organisation. Time management Manners	Democracy and elections. Pollution. Human rights - Black Lives Matter Community First aid Enterprise Position of teenage girl in society. Personal hygiene Revision and organisation techniques
A2 (year6)	Play ... Respect Kindness Stress and time management	Friendships and peer pressure. Acting responsibly – choosing right from wrong. Balanced diets	Legal and illegal substances. Alcohol and smoking. Health and safety-risk, danger, hazard



	<p>Developing lifestyles. Bullying and 'One Kind Word' The importance of sleep and exercise.</p>	<p>Resisting pressure, making choices, self-esteem. Relationships Study skills and organisation. Manners</p>	<p>Community Money in society Enterprise Body changes during puberty. Healthy bodies, including diabetes. Personal hygiene</p>
<p>B1 (year 5)</p>	<p>Play... Respect Kindness Stress All about me – knowing ourselves, strengths and weaknesses, hopes and fears. Organisation. What is bullying? 'One Kind Word' Friendships – what makes a good friend, friends can be rivals. The importance of sleep and exercise Puberty and changing bodies</p>	<p>Difficult situations between friends – becoming peacemakers and negotiators. Choosing right from wrong What is a balanced diet? Relationships Study skills and organisation. Manners</p>	<p>Legal and illegal substances. Alcohol and smoking. Health and safety-risk, danger, hazard Community Money in society Enterprise Personal hygiene</p>
<p>B2 (year 4)</p>	<p>Play ... Respect Kindness Stress Relationships – all about me, hopes and fears, friendships and peer pressure, fair and unfair, being a good listener, jealousy, difficult situations between friends, acting responsibly Bullying, 'One Kind Word' The importance of sleep and exercise</p>	<p>Rules and responsibilities, a world without rules, making the most of your talents. Stealing and theft The eat well plate Choosing right from wrong Feelings Manners</p>	<p>Wildlife – conservation, role of zoos and wildlife parks, use of rainforests (balancing human and animal needs), endangered species. Personal hygiene Different types of committed stable relationships</p>
<p>B3 (year 3)</p>	<p>Play .... Respect</p>		<p>Link with science</p>



	Kindness Stress Self-esteem and confidence School routines and organisation, friendships and giving Bullying 'One Kind Word' Healthy bodies- the importance of sleep and exercise	Responsibility for oneself and each other, keeping safe. The eat well plate Choosing right from wrong Feelings Manners	Moving on helping yr2 and thinking about B2 Personal hygiene Different types of committed stable relationships
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BRYANSTON

## **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, Acting Second Master Claire Miller, the Acting Head Richard Jones, the Health Centre staff, the School Counsellors and the Independent Listener Ken Reynolds. The pastoral team at Bryanston Knighton House includes the Independent Listener Linda Stillman, the medical matron Lynne Wyatt, the visitor liaison nurse from Bryanston senior school and tutors.

## **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 Bryanston 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 [mxh@bryanston.co.uk](mailto:mxh@bryanston.co.uk). Bryanston Knighton House parents should post a completed form to the Head of Bryanston Knighton House, Durweston, Blandford Forum DT11 0PY or email a completed and signed copy to [wjl@bryanston.co.uk](mailto:wjl@bryanston.co.uk). On receipt of this form, the PSRE Co-ordinator and/or Head of Bryanston Knighton House will discuss the matter with the Second Master, Mrs Claire Miller, the Head of Pupil Development, Dr Preetpal Bachra and the pupil's houseparent.

There is no right for parents to withdraw their child from relationships education.

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 (updated January 2022)
Reviewer:	Head of Pupil Development, Acting Second Master
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