

# **Brentford School for Girls**

## **RELATIONSHIP AND SEX EDUCATION POLICY**

<i>Rev</i>	<i>Date</i>	<i>Description</i>
	September 2024	Next review due
4	September 2023	Reviewed
3	October 2022	Reviewed
2	October 2020	Reviewed
1	October 2018	Initial version.

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## **CONTEXT**

### **What is Relationship and Sex Education?**

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

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. They also make Health Education compulsory in all schools except independent schools.

### **Dissemination of the Policy:**

The policy will be made available to all pupils, parents, staff and guest visitors by providing access through the school's website. Copies are also available on request via the main school office.

Pupil and parent queries can also be addressed at parent evenings via pre-arranged appointments with the PSCHE Co-ordinator.

Staff training is actioned by the school's CPD co-ordinator in consultation with the PSHCE co-ordinator and SLT line manager. Training needs will be outlined on an annual basis.

### **Review of the Policy**

There will be a review of the RSE policy in line with statutory guidance. When reviewing the policy, students, staff and parent will be consulted.

## **Aims of the Policy**

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 the 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.

At Brentford School for Girls, the school's RSE programme aims to prepare students for an adult life in which they can:

- Develop positive values and a moral framework that will guide their judgements, decisions and behaviour.
- Develop students' understanding about relationships, love and care and the responsibilities of parenthood as well as sex
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Establish positive caring relationships.
- Develop their confidence and self-esteem to value themselves and others and have respect for individual conscience in relation to RSE issues.
- Communicate effectively in relationships they develop.
- Develop an awareness of their sexuality and the sexuality of others.
- Understand the reasons for having safe protected sex as part of a relationship.
- Acquire enough information and skills to protect themselves and, where they have one, their partner from unwanted conceptions and sexually transmitted infections, including HIV.
- Provide our students with information about different types of contraception, safe sex and how they can access local sources of advice and treatment;
- Avoid being exploited or pressurised into unwanted or unprotected sex. Provide our students with a clear understanding of the arguments for delaying sexual activity and resisting pressure;
- Link RSE with issues of peer pressure and other risk-taking behaviour, such as sexting, online and social media communication, drugs, smoking and alcohol;
- Access confidential sexual health advice, support and if necessary, treatment.
- Know how the law applies to sexual relationships.

The policy aims to be a point of reference for all those involved in the design and delivery and receipt of RSE education at the school.

## **The Moral and Values Framework**

At Brentford School for Girls we believe that relationships and sex education is important in the development of students as healthy, moral and well-rounded citizens.

## **Content and Organisation – The RSE Programme**

The following members of staff are responsible for co-ordinating and reviewing

RSE delivery in the school:

- Governor – Terri George
- Headteacher (Marais Leenders)
- Nominated SLT – Paul May (Assistant Headteacher)
- PSHCE Co-ordinator (Maya Williams) – responsible for RSE procedures and overall curriculum delivery.

RSE is currently delivered by PSHCE teachers and specialist outside visitors. In addition, additional guidance may be given in other subject areas, by the HOY, tutors, the school's mental health team and as part of well-being weeks.

The school also works with relevant outside agencies to support with delivery of specialist areas of the RSE curriculum.

### **How is RSE is delivered at Brentford School for Girls?**

- The informal curriculum including – assemblies, tutor time, cross curricular input, overall school ethos. (Tutors, Year Team and the SLT)
- Additional education is provided for girls in relation to periods, this is provided by the Local Authority School Nurse.
- Health advisor's lunchtime student information sessions for Sixth Formers. Opportunities for one to one advice on sensitive matters.
- Specialist PSHCE and RSE speakers and events
- Delivered in curriculum areas such as Science and RE

## Relationships and Sex Education Curriculum

Students have access to the RSE curriculum from primary school. The curriculum at BSfG will build on this prior learning that builds on this prior learning. By the end of primary school, Dfe guidance outlines that students should know: -

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p>Caring friendships</p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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 those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

In line with the Dfe guidance 2019, RSE will be delivered to ensure that student will have covered the following content by the end of their secondary education: -

<p><b>Families</b></p>	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• 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.</li> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• 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); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>
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<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> <li>• 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 relationship.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• 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.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• 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.</li> </ul>
<p>Online and media</p>	<ul style="list-style-type: none"> <li>• their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>



<p>Intimate and sexual relationships, including sexual health</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
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## Physical Health and Mental Wellbeing Curriculum

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Students have access to the physical health and mental wellbeing curriculum from primary school. The curriculum at BSfG will build on this prior learning that builds on this prior learning. By the end of primary school, Dfe guidance outlines that students should know: -

Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy Eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

In line with the Dfe guidance 2019, physical health and mental well-being will be delivered to ensure that student will have covered the following content by the end of their secondary education: -

Mental wellbeing	<ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> </ul>
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Internet safety and harm	<ul style="list-style-type: none"> <li>the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>about the science relating to blood, organ and stem cell donation.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>the law relating to the supply and possession of illegal substances.</li> <li>the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>(late secondary) the benefits of regular self-examination and screening.</li> <li>the facts and science relating to immunisation and vaccination.</li> <li>the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>basic treatment for common injuries.</li> <li>life-saving skills, including how to administer CPR</li> <li>the purpose of defibrillators and when one might be needed.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

## **Teaching Methods in PSHCE.**

Most lessons are interactive and participatory in style. Opportunities are provided for pupils to raise unanswered questions in more personalised one to one situation via the 'Question Box' with the PSCHE Coordinator.

The following teaching strategies support active learning in PSHCE and RSE lessons: -

- Sharing ideas
- Discussion
- Listening exercises
- Case studies and scenarios
- Trigger drawings, story boards, photographs to aid problem solving, role play and discussions.
- Video and films.
- Questionnaires and quizzes
- Storytelling.
- Values continuums
- Role play
- Use of outside health professionals as visitors e.g. PSHCE specialist community nurses and health promotion specialist.

### **How Resources have been Selected:**

Resources are carefully selected by Subject leaders and co-ordinators to ensure they meet the guidance from the DfE and to ensure they are free from stereotyping, bias and prejudice.

The school uses RSE and PSHCE resources from a variety of sources. The school's RSE schemes of work and resources have been designed and developed from the Islington Healthy Schools team RSE resource pack. This resource has been quality assured by the PSHE Association and was provided by the LA health improvement team.

### **Assessment**

The school uses assessment statements to assess student progress across RSE themes.

Assessment for learning enables pupils to understand what they are intended to learn, how well they are doing and what they must do to improve. Assessment for learning is built into the learning cycle and encourages the pupil to participate actively in the learning process.

### **Evaluation of Lessons and Resources**

Learning walks and lesson monitoring are carried out by the PSHCE co-ordinator to assess the quality of teaching and learning in relation to RSE delivery.

Work and book scrutiny by the PSHCE co-ordinator and SLT provide feedback on pupil understanding. Whole school and Year based pupil questionnaires provide detailed feedback on pupil understanding and skills acquisition.

Staff provide useful feedback on resources, SoW and programme delivery. The PSHCE co-ordinator uses this to amend the curriculum and target staff training.

Parent/carers are periodically asked to comment on the school's RSE programme.

This combined information is used as part of wider school self-evaluation evidence to annually amend the RSE curriculum and its mode of delivery.

### **Use of Guest Speakers to Support RSE Curriculum Delivery**

#### **External visitors**

External visitors contributing to the school's RSE curriculum may include the school nurse, youth workers, peer educators, theatre-in-education companies, staff from local sexual health or domestic violence charities and members of a faith or community groups. All visitors will be processed in line with the school's "External Visitor's Policy".

The school will continue to use a wide range of guest speakers to ensure that pupils have access to up to date information from specialists in their field. All visitors will be supported by the school and made aware of the school's RSE policy.

### **Procedures for Monitoring and Evaluating RSE delivery**

The school uses a wide range of evaluation methods to ensure the policy meets the needs of pupils this includes:

- Regular reviews of schemes of work and updates of teaching resources
- Learning walks of PSHCE lessons (PSHCE Co-ordinator & SLT)
- Sampling pupils work. (PSHCE Co-ordinator and SLT)
- Pupil, Parent and Staff questionnaires.
- Pupil interviews (PSHCE Co-ordinator & SLT)
- Feedback from guest speakers.
- Feedback from Year and Whole School Council meetings, monitoring weeks and student focus groups.
- In person parent consultations

## **Considerations in Delivering RSE at Brentford School for Girls**

### **Religion & Beliefs**

We aim to develop a good understanding of pupils' faith backgrounds and develop positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

We aim to consider the religious background of all pupils when planning teaching, so that the topics that are included in the core content are appropriately handled.

### **Equalities**

The Equality Act 2010 is considered when considering the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

In fulfilling the requirements of the Act the school will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). We will also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

The school will consider the makeup of our student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics (which mean that they are potentially at greater risk). We will consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

We will endeavour to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic. This should be taken into consideration in designing and teaching these subjects.

In line with DFE's advice on sexual violence and sexual harassment between children in schools and colleges we are aware of the importance of making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment should be taken seriously; staff should be aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is, however, essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults.



### **Pupils with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education is accessible for all pupils at BSG. This is considered when planning teaching for pupils with special educational needs and disabilities with teaching which is differentiated to ensure accessibility.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and such factors are taken into consideration in designing and teaching these subjects.

### **Right to Withdraw (Please see the flow chart on page 19)**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will document this process to ensure a record is kept.

The head teacher (or a senior member of staff) will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher (or senior member of staff) may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **Links with other School Policies**

It is important that staff, parents, pupils and visitors read the policy in conjunction with the following school policies:

- Safeguarding and Child Protection policy.
- Anti-bullying policy
- Equal Opportunities policy
- Race Equality policy.
- SEN policy
- Drug Education policy.
- Behaviour policy (inappropriate sexual behaviour)
- Teaching and Learning policy

These are available from the school's website [Brentford School for Girls - Curriculum guides by subject](#) or on request via the main school office.

**Process for Requesting a Withdrawal**

**Process for Requesting Withdrawal as Outlined in the RSE Policy**

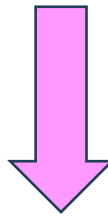
Stage 1

Parents emails the Head of PSCHE to outline the requests to withdraw and the reasons



Stage 2

Head of PSCHE acknowledges the request and responds in the first instance to the concerns raised



Stage 3

<p>If a parent does not wish to continue with the withdrawal request an email confirmation that the student will continue with all of the RSE provision will be sent by the Head of PSCHE.</p>	<p>If a parent would like to continue with the request to withdraw, the request will be referred to the Head of School or Executive Headteacher for final review.</p>
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In the event of a request being agreed, all teachers who teach the elements affected will be informed via email and a note put onto SIMS

Head of PSCHE to keep a central record for all requests and share with HOY and SLT