



# KING EDWARD VI BALAAM WOOD ACADEMY

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*Educational excellence for our City*

## Relationships and Sex Education

Refresher information for Parents and Carers

# What is RSE?

Relationships and Sex Education (RSE) 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, health and economic education, PSHE (Personal Development).

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.

## Our Aims

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, where the health and wellbeing of pupils and of the whole school community are actively promoted. Our RSE programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our RSE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

# Why is RSE important?

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We are required to teach Relationships and Sex Education (RSE) as part of our PSHE curriculum. Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools must deliver RSE.

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High quality RSE help create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

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In improving their ability to achieve in school and under the Education Act (1996) to prepare them for the challenges, opportunities and responsibilities of adult life.

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A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

Our school will cover content on what healthy and unhealthy relationships look like and what makes a good friend, colleague and successful marriage or committed relationship. At the appropriate time, the focus will move to developing intimate relationships, to equip your child with knowledge they need to make safe, informed and healthy choices as they progress through adult life.

Relationships and Sex Education will build on the teaching at primary school. It aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.



Department  
for Education

- By the end of secondary school, pupils will have been taught content on:
- families
- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

***You can find further details by searching 'relationships, sex and health education' on GOV.UK***

# Role of Parents

The role of parents in the development of their children's understanding about relationships is vital.

Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

# Collaboration

We will;

- Work closely with parents/carers when planning and delivering RSE
- Ensure that parents/carers know what will be taught and when, and clearly communicate the fact that Parents/carers have the right to request that their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- Give parents/carers every opportunity to understand the purpose and content of RSE
- Communicate and give opportunities for parents/carers to understand and ask questions about the school's approach to RSE to help increase confidence in the curriculum
- Encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE

# Supporting all pupils

## **Responding to pupils' diverse learning needs:**

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupils' age and physical and emotional maturity
- pupils who are EAL or recently moved to England

## **Ethnicity, religion and cultural diversity:**

RSE will value different backgrounds of all the pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.



# Lesbian, Gay, Bisexual, Transgender and Plus (LGBTQ+)

- We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual, transgender or + (LGBT+).
- Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, transphobia and biphobia and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.
- We will deal sensitively and honestly with issues of sexual orientation and identity, answer appropriate questions and offer support.
- Pupils, whatever their developing sexuality or identity, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. Information will be inclusive and will include LGBTQ+ people in stories, scenarios and role-plays. We will ensure all pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions. We will also ensure that our teaching is sensitive and age appropriate in approach and content.

## Parents right to withdraw

Parents/carers have the right to request that their child be withdrawn from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Before granting any such request the Headteacher/senior leader will discuss the request with parents/carers and, as appropriate, with the pupil 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 Headteacher/senior leader will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the pupils. This could include any social and emotional effects of being excluded, as well as the likelihood of the pupils 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/carers propose to deliver sex education to their child at home instead).

RSE does not;

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Encourage

Encourage young people to become sexually active at a young age

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Promote

Promote a particular sexual orientation or gender identity

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Sexualise

Sexualise young people

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RSE does

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Promote happy  
healthy relationships

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The importance of  
stable and committed  
relationships

# Frequently Asked Questions

## **Why are you teaching about the LGBTQ+ community?**

- It helps schools to meet their legal duties towards LGBTQ+ people, alongside people with other protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.
- Teaching about the LGBTQ+ community helps make sure that children with same-sex parents feel included in this teaching, and see their families reflected in what they learn.
- By building understanding for people from all different backgrounds – including LGBTQ+ people, people of different faiths, people with different ethnicities and more – schools can support all pupils to respect people who are different to them, helping to tackle the prejudice-based bullying.

Does RSE  
promote  
LGBTQ+  
relationships?

- RSE does not 'promote' LGBTQ+, it educates pupils on the fact that there are different types of committed, stable relationships.
- Pupils are taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships.
- RSE meets the needs of all pupils, whatever their developing sexuality or identity – this includes age-appropriate teaching about different types of relationships in the context of the law.

# Does RSE promote the use of contraception?

- RSE does not 'promote' the use of contraception, it educates pupils to make safe and informed choices.
- The new statutory guidance for RSE requires teaching about the full range of contraceptive choices and facts about pregnancy. We also have to ensure that we teach about contraception's role within relationships, and where pupils can access free contraception.
- The RSE curriculum aims to equip pupils with the language and tools to be clear about personal boundaries, as well as understand appropriate and inappropriate behaviour, be able to resist pressure assertively, make safe choices, and know who to talk to and how to ask for help when necessary.
- Good quality, age and developmentally appropriate advice and guidance about contraception is known to reduce unwanted pregnancies and reduce the spread of sexually transmitted infections (STIs).
- Young people who have had good RSE are more likely to delay having sex for the first time. And, when they do have sex, they are more likely to use condoms and contraception.

## Does RSE promote sex before marriage?

- RSE does not 'promote' sex before marriage, it educates pupils about safe and healthy relationships.
- The RSE curriculum highlights why marriage is an important relationship choice for many couples and that young people have a choice to delay sex or to enjoy intimacy without sex.
- Pupils are taught that all aspects of their health can be affected by choices they make in relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.



Does RSE  
represent my  
religious  
perspective  
and  
views?

- The RSE curriculum has been designed with consideration from different religious and non-religious perspectives to ensure a balanced point of view is presented with a clear emphasis on respect and tolerance for all.
- The RSE curriculum teaches how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might encourage prejudice).
- In addition, pupils are taught that within our Academy 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.

# What will be taught and how?

- RSE is taught as part of the Personal Development curriculum.
- The Personal Development Curriculum is fully in line with the learning outcomes and core themes provided by the PSHE Association programme of study which is recommended and referred to by the DfE in all key documentation relating to PSHE Provision in Schools.
- We have a team of three staff who each specialise and are experts in specific areas as well as being able to deliver cross over of themes.
  - Zoe Haines Deputy Headteacher - Relationships and Sex Education
  - Kieran Lynch Assistant Headteacher – Health and Wellbeing and British Values
  - Dean Robinson Head of Year 8 and 9 – Living in the Wider World.
- The team ensure their ongoing CPD through utilising the PSHE Associations external courses and liaising with our external support network including the Careers and Enterprise organisation and our Enterprise Coordinator. The curriculum fulfils the requirements of the 2020 Statutory Relations and Health education.

## PSHE Across the curriculum

- Pupils in years 7 8 9 10 will be taught one Personal Development lesson a week on a 13-week rotation
- Pupils in year 11 will be taught one Personal Development lesson a week on a 10-week rotation
- Personal Development/PSHE topics are woven through all aspects of the curriculum
- There is a Personal Development form time session once a week for all year groups
- There is comprehensive assembly plan that explores key themes
- We also have opportunities throughout the year for drop down days where external services deliver bespoke sessions to pupils

# Year 7 Personal Development lesson themes

You can find the lesson themes and sequencing also in the RSE Policy

<https://bwa.kevibham.org/parents/policies/>

	ZHA	KLY	DRO
Session 1	How to develop self-worth and self-efficacy	How to manage the transition to a new school; including friendships, emotions	How to make healthy lifestyle choices including diet, dental health, physical activity and sleep
Session 2	Protected characteristics Equalities Act Stereotyping	Understanding your identity, rights and responsibility	How to manage influences relating to caffeine, smoking and alcohol
Session 3	How to identify the qualities and behaviours in different types of positive and healthy relationships	Living in a diverse society, British Values and belonging	How to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity
Session 4	Boundaries, personal space and privacy	Prejudice, stereotypes and discrimination-how to challenge - bystander, upstander	Learn about a broad range of careers and the abilities and qualities required for different careers
Session 5	Consent	Child on child abuse focus on bullying, promoting the SHARPs System	How to challenge stereotypes, broaden their horizons and how to identify future career aspirations, about equality of opportunity
Session 6	Managing conflict	Impact of bullying, imbalance of power	The link between values and career choices
Session 7	How to manage physical and emotional changes during puberty and personal hygiene	How to respond to bullying including cyberbullying. Help for victims of stereotyping and bullying	How to make safe financial choices and how to manage risk-taking behaviour
Session 8	Menstrual health: understanding periods	Our behaviours, thoughts and feelings. How to manage our emotions	Ethical and unethical business practices and consumerism
Session 9	What happens to your brain during puberty	What is mental wellbeing how to support your mental health	Saving, spending and budgeting
Session 10	Personal hygiene	How does time online impact on our mental wellbeing	First Aid how to respond to an emergency situation - assessing a casualty
Session 11	First sexual feelings, expectations for romantic relationships	Dealing with grief	First Aid - the recovery position
Session 12	FGM and how to access help and support	How to identify personal strengths and areas for development	First Aid - CPR
Session 13	Re-teach		

# Year 8 Personal Development lesson themes

You can find the lesson themes and sequencing also in the RSE Policy

<https://bwa.kevibham.org/parents/policies/>

	ZHA	KLY	DRO
Session 1	LGBTQ + learning the difference between these identities and use the terms articulately and in the correct context. Linked to Protected Characteristics	Developing an understanding of online grooming, extremism and radicalisation	How to make healthy lifestyle choices including diet, dental health, physical activity and sleep - recap lesson from Year 7
Session 2	Gender stereotypes	How to identify peer pressure and the impact it has including "group-think" and persuasion	Medicinal and reactional drugs, how to use over the counter and prescription medications safely
Session 3	Marriage and cohabiting	Recognising the difference between prejudice thoughts and discrimination and protected characteristics	Over-consumption of energy drinks
Session 4	Parenting roles including single parents, same sex parents, blended families, adoption and fostering	Challenging discrimination of protected characteristics	The relationship between habit and dependence
Session 5	Healthy relationship and your values	Prejudice and discrimination against the LGBTQ+ community	How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes
Session 6	Consent and avoiding assumptions indecent image sharing and the law	Challenging discrimination against race and religious beliefs and how to manage influence on beliefs and decisions.	How to manage influences in relation to substance use
Session 7	Influences on relationships - indecent images and the law	Mental health: What is daily wellbeing. Attitudes to mental health. Breaking down the stigma	How to recognise and promote positive social norms and attitudes
Session 8	Sexual harassment- child on child abuse	Developing a digital resilience to mental health	Local labour market
Session 9	Sexual violence	Healthy and unhealthy coping strategies linked to mental health, included in unhealthy self harm, eating disorders	Employment, self-employment and voluntary work
Session 10	Why do we compare ourselves to others – unhealthy comparisons	How to manage our emotions	Equality of opportunity in life and work, how to challenge stereotypes and discrimination in relation to work and pay - protected characteristics
Session 11	How to recognise different forms of grooming – Child Sexual Exploitation CSE x2 lessons	How to use social networking sites safely, understand age restrictions when accessing materials online - how to make responsible decisions	What are my options post 16
Session 12	How to recognise different forms of grooming – Child Sexual Exploitation CSE x2 lessons in person and online	How to develop self worth, belonging and confidence, can your online presence social networking help or hinder this?	How to set aspirational goals for future careers and challenge expectations that limit choices
Session 13	Re-teach		

# Year 9 Personal Development lesson themes

You can find the lesson themes and sequencing also in the RSE Policy

<https://bwa.kevibham.org/parents/policies/>

	ZHA	KLY	DRO
Session 1	The continuous right to withdraw consent, capacity to consent, the myths and misconceptions relating to consent	How to distinguish between healthy and unhealthy relationships	Transferable skills, abilities and interests
Session 2	Recall from year 8 how to recognise grooming in different forms how to respond and seek support	How to identify online risks including grooming for criminal activity and radicalisation	How to demonstrate strengths, how to manage feelings relating to future employment
Session 3	Coercive control and forced marriage	Managing risks in relation to gangs and county lines	Different types of employment and career pathways
Session 4	Diversity in intimate relationships, equality, fairness and protected characteristics	What is "group think" and how does it affects behaviour. Link to the legal and physical risks of carry a knife	The local labour market
Session 5	Unwanted sexual attention, sexual assault and sexual violence	Introduction to drugs, the law and social impact	How to work towards aspirations and set meaningful, realistic goals for the future
Session 6	What is domestic abuse, what is the law, where to go for help and support	Positive social norms in relation to drugs and alcohol use, linking to drugs and alcohol dependency	GCSE and post-16 options
Session 7	Readiness for sex, when is the right time and the law around sex.	Mental health stigma	Young people's employment rights and responsibilities
Session 8	Good communication in intimate relationships, how to manage sexual pressure	Relationship between physical and mental health, Taking responsibility for physical health, balance of work, leisure, exercise and sleep	Skills for enterprise, employability and skills for decision making
Session 9	What is your sexual health, how to stay sexually healthy, signposts for support	How to make informed healthy eating choices, how to manage influences on body image from a male and female perspective	Habits and strategies to support progress, how to give and act upon constructive feedback
Session 10	Effective use of condoms alternative forms of contraception and negotiating safer sex,	Support for issues on body image	How to manage their 'personal brand' online, how to identify and access support for concerns relating to life online
Session 11	The consequences of unprotected sex, including unwanted pregnancy	How to recognise passive, aggressive and assertive behaviour, and how to communicate assertively	How to distinguish between content which is publicly and privately shared, how to secure personal information online
Session 12	The portrayal of relationships in the media and how pornography might affect expectations	Conflict resolution	Understanding fraud online
Session 13	Re-teach		

# Year 10 Personal Development lesson themes

You can find the lesson themes and sequencing also in the RSE Policy

<https://bwa.kevibham.org/parents/policies/>

	ZHA	KLY	DRO
Session 1	Readiness for parenthood	How to evaluate the influence of role models and become a positive role model for peers - link to gangs and crime - media	Strengths, skills and attributes
Session 2	Role of pleasure in relationships	Recreational drug use	Setting goals at work
Session 3	Online relationships	Cannabis/Ecstasy	Workplace skills
Session 4	Impact of alcohol, drugs and sex. Capacity to consent	Cocaine/Heroin	Showcasing personal strengths- including online for potential employers
Session 5	Relationship Abuse	Impact of drugs and alcohol on mental health	The college application process CV personal statements
Session 6	Forced marriage	Violence and aggression impact on mental health	Managing online reputation
Session 7	So called 'honour based violence'	Anti social behaviour	How will education and jobs affect my finances
Session 8	Pornography and the law	Breaking down mental health stigma	Credit and debt
Session 9	Damage on relationships from viewing explicit material	Addressing Extremism and Radicalisation - what does belonging mean - Equality Act Protected characteristics	Keeping your money secure - avoid fraud
Session 10	Exploitation of those involved in pornography	Understanding and preventing extremism	Understanding gambling
Session 11	Spiral of addiction	Violent extremism and the link to mental health	Resilience towards gambling
Session 12	What is self examination/screening and smear tests	Discrimination prejudice and racism	Recognising problem gambling
Session 13	Re-teach		

# Year 11 Personal Development lesson themes

You can find the lesson themes and sequencing also in the RSE Policy  
<https://bwa.kevibham.org/parents/policies/>

	ZHA	KLY	DRO
Session 1	Pregnancy and birth	Problematic interactions online	Post 16 and career pathways - applying for college
Session 2	Unplanned pregnancy options including abortion	Obsessive behaviours online part 1	Applying for jobs and college, CV Personal Statements
Session 3	Alternative ways to have a baby adoption and fostering	Obsessive behaviours online part 2	How to revise x 2 lessons
Session 4	Fertility and infertility	Curating our timeline	How to revise
Session 5	Bereavement, loss miscarriage and still born	Catfishing	Apprenticeships
Session 6	Sexual consent and capacity to consent	Self help for online behaviours	Employment rights - part time work whilst studying
Session 7	Sexual coercion	Reframing negative thinking	Every day stress triggers
Session 8	Harassment abuse and rape	Promoting emotional wellbeing	Healthy lifestyle into adulthood
Session 9	Managing relationship break ups	Coping with exam stress/anxiety	Physical and mental health
Session 10	Gender identity, gender expression and sexual orientation	Exam prep how to revise	Blood, organ and stem cell donation



## Next steps

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The RSE policy is available on our website for consultation from parents.

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We would welcome any comments on this and a meeting can be arranged with assistant headteacher Kieran Lynch

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These can also be put in writing to [k.lynch@bwa.kevibham.org](mailto:k.lynch@bwa.kevibham.org)

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or [personaldevelopment@bwa.kevibham.org](mailto:personaldevelopment@bwa.kevibham.org)

or