

Bolton School Boys' Division Senior School RSE Policy.

Reviewed by HMB Sept 2021

Rationale and ethos

This policy covers the Bolton School Boys' Division Senior School' approach to Relationships and Sex Education (RSE). It was produced by the Senior Teacher through consultation with the Senior Leadership Team, Heads of Year and parents.

We are required to teach RSE in accordance with the guidelines issued by the Department for Education. We believe that all pupils have an entitlement to relationships and sex education and that this is fundamental to achieving the School's stated aim to develop confident young people with the skills and attributes to lead happy and fulfilled lives and make a positive difference in the community.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Equality Act (2010)
- Keeping children safe in education (2021)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Sexual Violence and sexual harassment between children in schools and colleges (2021)

Parents and carers will be informed about the policy through communication from the Headmaster. The policy is available through the Bolton School website including a summary of the topics taught in each year group throughout the academic year. A copy of the policy can be obtained by contacting info@boltonschool.org. Supporting parents with the education of their children is integral with the School's vision. Some topics require the opportunity for parents to be educated to support the programme in place for their children. The Teenage Journey lecture series is arranged in partnership with the Parents' Association. As part of our whole school approach to RSE, Parent Information Sessions and opportunities for parents to view the materials and resources used have been included in the current programme of events.

The aims of RSE can be summarised as follows:

1. To provide clear and reliable information for students.

2. To encourage personal responsibility in all forms of behaviour and equip pupils with the skills necessary to make informed choices.
3. To reduce anxiety, encourage self-esteem and promote wellbeing.
4. To encourage respect and consideration for others.

Delivery and curriculum design.

RSE lessons sit within the Pastoral Curriculum scheme, which includes PSHE, SMSC and character education. Topics are organised in a spiral curriculum model with recurring themes in different year groups at an age appropriate level. For example, healthy relationships are initially considered in Year 7 in the context of family and friendship. Pupils build upon their understanding of concepts in subsequent years to consider different types of relationship, thereby allowing them to engage in critical reflection and informed decision making.

High quality resources support the RSE provision and these are regularly reviewed.

Although RSE is not a formally examined subject, it is no less important to gauge individual progress and pupils are encouraged to reflect on their own learning in guided tutor sessions

Creating a safe and supportive learning environment.

Teachers will ensure a safe learning environment by adopting advice issued by Public Health England including setting clear ground rules and using distancing techniques. These principles are covered in staff INSET and induction sessions.

We recognise the need for all pupils to have access to RSE education learning which meets their needs and form tutors play an important role in delivering content and monitoring activities in the teaching programme. In this way we are able to identify pupils who may be vulnerable or at risk and respond accordingly. This also allows close work with learning support where necessary.

It is important that pupils feel able to ask questions. If necessary teachers will ask a pupil to wait for an answer to give them time to structure an appropriate response or consult with the school's pastoral leadership team if the question raises potential safeguarding concerns.

Teachers are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance teachers will follow the school's safeguarding procedures and inform the Deputy Head Pastoral as the designated safeguarding lead. In her absence they will inform one of the deputy designated safeguarding leads or a member of the pastoral or Senior Leadership Team.

Occasionally whole year groups may be involved in the delivery of particular topics during the SPACE programme or in an assembly. This may involve external speakers who are invited on the

basis of their skills and expertise. Before presenting to the pupils, content is discussed and agreed by the Deputy Head Pastoral. Guests are supervised at all times and a Visiting Speaker Risk Assessment Form is completed and reviewed by the Deputy Head Pastoral before the visit. Some topics will be delivered by teaching staff who have completed specialist RSE training. All staff teaching RSE will be supported by the Senior Leadership Team.

Parental rights.

It is hoped that all pupils will participate in the full programme offered by the school, but parents may request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE and this may be granted up to and until three terms before he turns 16. At this point your son may choose to receive sex education. However, parents will not have the right to withdraw their son from Relationships Education or any content covered in the context of science lessons, which form part of the National Curriculum.

Before withdrawal is made, parents should consult with the Deputy Head, (Pastoral) and write to the Headmaster. Your son will receive appropriate, purposeful education in cases of withdrawal.

Below is a summary of the RSE topics taught in each year group throughout the academic year. Under some circumstances the timing and order of topics within a year group may change.

Year 7

Autumn Term	Spring Term	Summer Term
Making new friends and keeping contact with old friends.	Puberty - School Nurse.	
You and Your Family.	Online safety - Internet Safety Day	
Regrets and saying sorry	Show Racism the Red Card	
Managing online friendships		
Anti-bullying week. What is bullying?		

Year 8

Autumn Term	Spring Term	Summer Term
Anti-bullying Week Stereotypes and discrimination.	Online safety - mobile money	Healthy Relationships. What characteristics do we value in a friend? Are they the same for a romantic friend?
	Online safety - Digital tattoo	Managing conflict.
	Online safety - Internet Safety Day	

Year 9

Autumn Term.	Spring Term.	Summer Term.
Anti-bullying week. Stereotypes and discrimination. Gender Equality.	Sexual reproduction and contraception - external speaker	SPACE:SELFIES, SNAPCHAT AND SEXTING. GMP visit - legal implications of sharing images
Gender identity	Making sense of relationships - close relationships	How to judge whether sources of information are reliable
LGBTQ Rights	Dealing with anger and jealousy.	How to judge when a family, friend, intimate or other relationship is unsafe - grooming.
	Sex and the Law.	

Year 10

Autumn Term	Spring Term	Summer Term
Anti-bullying week: Stereotypes and prejudice FT	Unhealthy relationships and feelings of rejection.	Different types of long-term committed relationships.
SPACE Swag vs Slag - Sexual insults and gender differences	Sexual and Reproductive Health. External speaker.	How alcohol and drug use can lead to risky behaviour - peer pressure.
Exploring masculinity		Consent.

Year 11

Autumn Term	Spring Term	Summer Term
SPACE - The harmful effect of porn on relationships.	What makes relationships work?	Ready for sex? How alcohol and drug use can lead to risky sexual behaviour - peer pressure.
What influences our attitude to sexuality?	Marriage and different types of committed relationships.	Roles and responsibilities of parents.
Respectful relationships – race and society.		
Anti-bullying week. What are the protected characteristics and how are they enshrined in law?		

Year 12

Autumn	Spring	Summer
Porn, what's the big deal? Impact of pornography.	Reproductive health - fertility and the potential impact of lifestyle in men and women.	Relationships and contraception revisited - School nurse
Understanding gender identity. LGBTQ Rights	Fertility and choices in relation to pregnancy.	Emotional and mental health MHFA Aware
Testicular Health	Facts about miscarriage.	

Year 13

Autumn	Spring
Relationships and the law. 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.	The Big Leap - Leaving school, staying safe. Managing your online profile.