



BOLTON

SCHOOL

BOYS' DIVISION

RSE Policy

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1. Rationale and ethos

This policy covers the Bolton School Boys' Division Senior School approach to Relationships and Sex Education (RSE) for Years 7 to 13. It was produced by the Deputy Head through consultation with the Senior Leadership Team, Heads of Year, Teaching Staff, parents and students.

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.

RSE covers, in an age-appropriate manner, the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values.

2. References:

Keeping Children Safe in Education 2023

[Ofsted Review of sexual abuse in schools and colleges 2021](#)

[Sexual violence and harassment between children in schools and colleges 2021](#)

[Working Together to safeguard children July 2018](#)

[Equality Act 2010](#)

[Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#)

3. Communicating aims and scope

Parents and carers will be informed about the policy through communication from the Deputy Head. 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 paper copy of the policy can be obtained by contacting bdinfo@boltonschool.org Supporting parents with the education of their children is integral with the School's vision. Some topics benefit from the home-school partnership working together to enhance 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.

4. Delivery and curriculum design.

RSE lessons sit within the SPACE programme and 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 whereas in Year 10 these are explored in romantic relationships. 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, pupils are encouraged to reflect on their own learning in guided tutor sessions and individual progress is reported frequently to parents.

5. 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 as the Designated Safeguarding Lead (DSL). 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 Designated Safeguarding Lead. Guests are supervised at all times and a Visiting Speaker Risk Assessment Form is completed and reviewed by the Deputy Head before the visit. Some topics will be delivered by teaching staff who have completed specialist RSE training.

The training needs of all staff teaching RSE have been audited by the Senior Leadership Team in July 2022.

Parental rights.

The School held a parental consultation about proposed changes to the RSE Curriculum in Summer 2022.

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 and the school will ensure he attends these lessons. 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, and write to the Head. Your son will receive appropriate, purposeful education in cases of withdrawal.

Overleaf 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.

Policy Review

This policy will be formally reviewed in July 2024.

Year 7

Autumn Term	Spring Term	Summer Term
<p>Friendships: how to make friends and be a good friend.</p> <p>Friendships: Consent, honesty and respect.</p> <p>Friendship: Respect and reciprocity. Personal boundaries.</p> <p>How to manage difference of opinion and reconciliation.</p> <p>Characteristics of healthy, unhealthy and abusive relationships- romantic, friendships and family.</p>	<p>Safer Internet Day</p> <p>Friendship: Respect and reciprocity online.</p> <p>Pornography. (External Provider)</p> <p>Early messages about the damaging impact on understanding consent and what respectful relationships look like.</p> <p>Explain the law.</p> <p>How to report you have seen something that disturbed you.</p> <p>How to report cyberbullying.</p>	<p>Know Yourself.</p> <p>Self-regulating feelings.</p> <p>Becoming resilient.</p> <p>Kooth</p>
<p>Puberty for Boys and Girls.</p> <p>Personal hygiene and care.</p> <p>Physical and emotional changes. (External Provider and followed up with Form Tutors)</p>	<p>IWD: Challenging Sexism</p>	<p>Progressive Masculinity: independent life skills (External Provider)</p>
<p>Racism and Anti-Semitism</p> <p>Wear Red Day Friday 21st October</p> <p>How to report racism.</p>	<p>LGBTQ History Month Respect: Different kinds of Identities and families. How prejudice and stereotypes cause harm.</p> <p>Intro to legal protection.</p> <p>How to report homophobic bullying.</p>	<p>Media Literacy</p> <p>Deciding what to watch</p> <p>Relationships on screen</p>
<p>Anti-Bullying Week</p> <p>How to report bullying</p>		
<p>Online Safety: Grooming.</p> <p>How to report via CEOPS</p>	<p>Healthy Lifestyles: Nutrition, Exercise and Wellbeing.</p>	

Year 8

Autumn Term	Spring Term	Summer Term
<p>Refresher: Puberty for Boys and Girls. Personal Hygiene and care.</p>	<p style="text-align: center;">Safer Internet Day</p> <p style="text-align: center;">Sharing Nudes: Laws and guidance.</p> <p style="text-align: center;">Online safety: grooming</p> <p style="text-align: center;">How to report via CEOPS and get a nude removed.</p>	<p style="text-align: center;">Online Safety: gambling and gaming.</p> <p style="text-align: center;">How to report and get help.</p>
<p>Anti-Bullying Week</p> <p>How to report bullying.</p>	<p style="text-align: center;">LGBTQ History Month Respect:</p> <p style="text-align: center;">How to report homophobic bullying.</p>	<p style="text-align: center;">Body Image: Reality vs Media filters.</p> <p style="text-align: center;">Nutrition and active lifestyles.</p>
<p>Racism and Anti-Semitism</p> <p>Wear Red Day Friday 21st October</p> <p>How to report racism.</p>	<p>Pornography. (External Provider)</p> <p>Early messages about the damaging impact on understanding consent and what respectful relationships look like. Explain the law.</p> <p>How to report you have seen something that disturbed you.</p>	<p style="text-align: center;">Your Health.</p> <p style="text-align: center;">Vaping: The Law.</p> <p style="text-align: center;">Exploring attitudes to drugs and alcohol</p>
<p>Friendships: Consent, honesty and respect. Repairing friendships.</p> <p>Characteristics of healthy, unhealthy and abusive relationships- romantic, friendships and family.</p> <p>Start to look at healthy romantic relationships online and IRL.</p>	<p>Know Yourself.</p> <p>Emotional self-regulation</p> <p>Wellbeing</p> <p>Kooth</p>	<p>Media Literacy</p> <p>Deciding what to watch</p> <p>Managing content</p> <p>Relationships on Screen</p>
	<p>IWD: Challenging Sexism.</p>	<p>Different kinds of Identities and families.</p>

		Marriages, civil partnerships and different kinds of committed relationships.
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Year 9

Autumn Term	Spring Term	Summer Term
Characteristics of Healthy, respectful romantic relationships and friendships. (Gender neutral)	Communicating and recognising Consent, including withdrawing consent and the Law (Gender neutral). IWD: Intro to Sexual Misconduct e.g. catcalling, unwanted messages etc. How to report.	Alcohol and Vaping: Peer pressure and risky behaviour.
Introduction to different forms of Domestic Abuse. (Gender neutral) How to report and get help.	Sex Education: Conception, Contraception Choices. Intimacy without Sex.	Grooming and CSE: Online and IRL. How to report safely and get help.
Anti-Bullying Week How to report bullying	LGBTQ History Month Allyship. Equality Act - Legal Rights.	Supporting your Wellbeing. Kooth
Solutions Not Sides: Challenging Islamophobia and Anti-Semitism around the issue of the Israeli-Palestinian conflict in the UK. (External Provider) How to report Hate Speech.	Internet Safety Day Positive relationships and Sexting.	Pornography: role in violence against women and girls. (External Provider)

Year 10

Autumn Term	Spring Term	Summer Term
<p>Improving and supporting Healthy, respectful romantic relationships.</p> <p>How to end relationships.</p> <p>Criminal behaviour within relationships, including coercive control, financial abuse and violence</p> <p>(All Gender neutral)</p>	<p>Pornography: Violence against women and girls. Ethical issues: exploitation and consent.</p> <p>Criminal links to pornography.</p> <p>(External Provider)</p>	<p>Child Development</p> <p>What makes a good parent?</p> <p>What are the physical and emotional needs of babies and young children?</p>
<p>Sex Education: Communicating and withdrawing Consent, Conception, Contraception Options, Being ready for sex and resisting peer pressure.</p>	<p>LGBTQ History Month</p> <p>Understanding Sexuality.</p> <p>Legal Protections under the Equality Act.</p>	<p>Knife Crime</p> <p>(External Provider)</p>
<p>Sexual Misconduct: harmful behaviours.</p> <p>Allyship.</p> <p>How to report.</p>	<p>Cannabis and Alcohol</p> <p>Damage to physical and mental health.</p> <p>Links to organised crime and county lines.</p>	<p>Testicular health: Oddballs.</p> <p>(External Provider)</p>
<p>Anti Bullying Week</p> <p>How to report bullying</p>	<p>Masculinities.</p> <p>Personal safety for young men.</p> <p>Investing in your Wellbeing.</p> <p>Kooth.</p>	<p>Becoming a young man.</p> <p>Independent Life Skills and domestic labour.</p>

Year 11

Autumn Term	Spring Term	Summer Term
<p>Sex Education: Sexual health and STIs (External Provider)</p>	<p>Child Development Part 2. What makes a good parent? What are the physical and emotional needs of babies and young children?</p>	<p>Understanding Domestic Abuse</p>
<p>Sex Education: Communicating and withdrawing Consent, Conception, Contraception, Being ready for sex and resisting peer pressure. Accessing confidential sexual and reproductive health services.</p>	<p>Men's Health Oddballs Testicular Health Breast Cancer (External Provider)</p>	<p>Successful Marriages, Civil Partnerships, unregistered religious ceremonies and other Committed Relationships. Legal status and protections of these.</p>
<p>Hate Crime: Avoiding hateful speech. Respecting Rights: Gender Theory and Sex Based Rights.</p>	<p>Drugs Awareness</p>	<p>Becoming a young man. Independent Life Skills and domestic labour.</p>

Year 12

Autumn Term	Spring Term	Summer Term
<p>Body Positivity</p> <p>Mental Health First Aid</p>	<p>Online dating Apps – scams and personal safety</p>	<p>Becoming a young man.</p> <p>Independent Life Skills and domestic labour.</p>
<p>Pregnancy, Miscarriage and Menopause: How fertility affects physical and mental health.</p> <p>(External Provider)</p>	<p>Improving and supporting Healthy, respectful romantic relationships.</p> <p>How to end relationships.</p> <p>Criminal behaviour within relationships, including coercive control, financial abuse and violence</p> <p>(All Gender neutral)</p>	<p>Honour-based violence.</p> <p>FGM</p>
<p>Sex Education: Planned Parenthood</p> <p>Whose responsibility is it?</p> <p>Resisting pressure to use particular forms.</p> <p>Accessing confidential sexual and reproductive health services.</p>	<p>Men’s Health</p> <p>Oddballs Testicular Health</p> <p>Breast Cancer</p> <p>(External Provider)</p>	<p>Prevent / Radicalisation</p> <p>(External Provider)</p>
<p>Violence against women and girls: allyship.</p> <p>Understanding Sexual Misconduct.</p>	<p>Progressive Masculinity</p>	

Year 13

Autumn Term	Spring Term	Summer Term
Sex Education: Pleasure, Consent and Respect (External Provider) Accessing confidential sexual and reproductive health services.	Violence against women and girls: allyship.	Personal Safety (External Provider)
Body Positivity Mental Health First Aid	Progressive Masculinity	
Personal safety: Managing risks	Hate Crime	