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# **Relationships, Sex and Health Education Policy**

## **RSHE**

### **September 2024**

### ***Rational and ethos***

Relationships, Sex and Health education is a key part of helping children and young people to stay safe and be well prepared for life in modern Britain. This policy outlines the legal framework around relationship and sex education for secondary pupils, indicative curriculum strands.

Parents should be aware that our school must uphold the legal duties set out in the Equality Act 2010 and not discriminate against anyone with protected characteristics. This policy was created through consultation with all BFC School staff.

Aims of RSE at BFC School are to encourage the following values:

- Respect for self
- Respect for others
- Responsibility for own actions
- Responsibility for family, friends, school and the community
- Respect for the institutions of civil partnership and marriage.

### ***The school aims to:***

- Help pupils to respect themselves and others
- Support pupils through their physical, emotional and moral development
- Develop skills and understanding to enable pupils to make healthy responsible choices about their health and wellbeing
- Help pupils move more confidently and responsibly into adolescence
- Help pupils to learn about the full range of different relationships in modern Britain
- Help pupils to keep themselves safe from inappropriate behaviour.

### **Roles and responsibilities**

The headteacher will oversee the planning of a programme of content and lessons for relationships and relationships and sex education. The school, including the headteacher and curriculum lead, will review this on an annual basis with all staff.

The headteacher will ensure it is age appropriate, meets all statutory guidance and is taught well. Relationships education is delivered through:

- Themes and topics across the curriculum e.g. in RE, history and dedicated PSHE lessons
- Maths and English Curriculum

- Pastoral sessions such as tutor time, lunch/breaks and PSHE. Legislation Revised Department for Education statutory guidance will state that from September 2020, all schools must deliver relationships and sex education (in secondary schools).

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education 2024
- Children and Social Work Act (2017)

***Parental withdrawal:*** The parental right to withdraw pupils from the programme of study are detailed below:

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the head teacher) from any or all aspects of Sex Education, other than those which are part of the PSHE curriculum, up to and until three terms before the age of 16.
- Where pupils are withdrawn from sex education, the school will document the process and will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- If the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.'

**Curriculum design:**

Our RSE programme is an integral part of our PSHE programme and is primarily taught in PSHE lessons. The RSE programme will be delivered at an age-appropriate level and will take into account the prior knowledge and learning of different pupils.

The RSE programme will be inclusive to pupils with SEND, and lessons will be adapted and differentiated by their class teacher.

***The RSE programme is covered by the below curriculum themes:***

- Healthy relationships
- Being healthy
- Mindfulness KS4
- Healthy relationships

- Keeping safe and healthy
- My body my choice Safe and effective practice
- Sexual orientation and gender identity
- Online relationships and harassment
- Sexual health and accessing health services

Throughout PSHE and especially in the first lesson of new terms, ground rules will be established or students will be reminded of these. These rules are established in order to prohibit students sharing inappropriate personal information.

When students ask questions, they're answered honestly within the ground rules. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually or at another time, or the student encouraged to ask the question at home; or to seek health professional support.

We will allow pupils to raise anonymous questions through the use of post it notes and 1-1 discussions with the pastoral mentor in lesson and throughout the term.

Teachers will act within the school's safeguarding policy, these policies will be followed if a student makes a disclosure.

Safeguarding Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to disclosure of a child protection issue. In this instance teachers will act within the child protection and safeguarding policy and will consult with the designated safeguarding lead.

Visitors/external agencies which support the delivery of RSE will be required to meet the guidelines set out by the school.

***Engaging parents:*** We wish to build a positive and supporting relationship with the parents of pupils at the school through mutual understanding, trust and cooperation.

In promoting this objective, we:

- Inform parents about the school's relationship education policy and practice
- Answer any questions that parents may have about the relationship education of their child

### **Peer on peer abuse**

Students are educated throughout PSHE and RSE on the law and emotional impact of peer-on-peer abuse.

For example, students are educated regarding the law around the sharing of explicit materials. Class teachers receive CPD on peer-on-peer abuse annually, this includes how to recognise and report it.

The school is currently developing a robust student reporting system for peer-on-peer abuse.