

Bradford Grammar School

Relationships, Sex and Health Education (RSHE) Guidance

This guidance applies to the whole school.

1. Introduction

- 1.1 The School understands its obligation to provide effective and up-to-date RSHE for its pupils, in accordance with the Department for Education guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019, the Education Act 1996 (section 403) and the Education Act 2002 (section 80A).

The School recognises that RSHE plays a vital part in meeting its safeguarding obligations. This guidance aims to define RSHE and describe how it is provided and who is responsible for providing it. It includes information about parents' right to withdraw their son/daughter from RSHE. It will be reviewed annually.

2. Definition and context

- 2.1 'The aim of RSHE 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 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.' (*Relationships Education, Relationships and Sex Education (RSE) and Health Education*, Department for Education 2019)

The School will equip students with the knowledge, understanding and skills needed for them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy and resilience, so that they can embrace the challenges of creating happy and successful adult lives.

The School defines Sex Education lessons as those lessons where intimate sexual relationships are discussed and which cover types of sexual intimacy and intercourse, sexual pleasure and sexual images.

- 2.2 RSHE has three main elements:

Knowledge and understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, sexual health, emotions and relationships
- Learning about contraception and a range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity until an appropriate age and the benefits to be gained from doing so
- The avoidance of unplanned pregnancy.

Attitudes and values

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Learning about the harmful impact of pornography
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making.

Personal and social skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect, and respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

3. Aims

3.1 RSHE aims to help students to understand the facts about sex and sexuality, to develop self-esteem, respect for others and to build self-confidence in decision making. The development of their self-esteem is central; young people who feel positive about themselves are more likely to develop happy and caring relationships.

3.2 **Relationships and Sex Education** provision at BGS aims to educate students about the following areas:

Families: students should know

- that there are different types of committed, stable relationships
- how these relationships might contribute to human happiness and their importance for bringing up children
- what marriage and other types of long-term relationships involve including their legal status
- the roles and responsibilities of parents with respect to raising of children
- 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 if needed).

Respectful relationships: students should know

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- how stereotypes can cause damage
- that they can expect to be treated with respect by others, and that in turn they should show due respect to others
- about different types of bullying (and how to respond to bullying)
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- what constitutes sexual harassment and sexual violence

- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010).

Online and media: students should know

- their rights, responsibilities and opportunities online
- about online risks
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- what to do and where to get support to report material or manage issues online
- the impact of viewing harmful content
- that sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours and negatively affect how they behave towards sexual partners
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence
- how information and data is generated, collected, shared and used online.

Being safe: students should know

- 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
- how people can actively communicate and recognise consent from others and how and when consent can be withdrawn.

Intimate and sexual relationships: students should know

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively
- the facts about reproductive health, including fertility
- a range of strategies for managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- that they have a choice to delay sex or to enjoy intimacy without sex
- the facts about contraceptive choices, efficacy and options available
- the facts around pregnancy including miscarriage
- that there are choices in relation to pregnancy
- how the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of and facts about testing
- about the prevalence of some STIs, the impact they can have and key facts about treatment
- how the use of alcohol and drugs can lead to risky sexual behaviour
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law: students should know what the law says about sex, relationships and young people, as well as broader safeguarding issues, and should understand the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image/information sharing (e.g. youth-produced sexual imagery)
- pornography
- abortion
- sexuality

- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation
- hate crime
- Female Genital Mutilation (FGM)

3.3 **Health education** provision at BGS aims to educate students about the following areas:

Mental wellbeing: students should know

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- 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.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet safety and harms: Students should know:

- 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.
- 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.

Physical health and fitness: Students should know:

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- 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.
- about the science relating to blood, organ and stem cell donation

Healthy eating: Students should know

how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, alcohol and tobacco: Students should know

- 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.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- 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.

Promotion of good health. Students should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient, good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn

Basic first aid. Students should know

- basic treatment for common injuries.
- life-saving skills including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

Changing adolescent body. Students should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

3.4 The School aims to provide RSHE which is inclusive and meets the needs of all students.

Special Educational Needs and Disability (SEND): Some students may have learning, emotional or behavioural difficulties or physical disabilities which result in particular RSHE needs. Delivery of RSHE will be differentiated where necessary to address the needs of these students, enable them to access the content of RSHE and ensure inclusivity.

Sexuality: Some students may define themselves as LGBT+ (gay, lesbian, bisexual or transgender) or may have LGBT+ family members or friends. The School's approach to RSHE will include sensitive, honest and balanced consideration of sexuality and will strive to ensure the needs of all students are appropriately met, recognising the importance of gender and LGBT+ equality. Students will be encouraged to be respectful and understanding of others' sexual identity. Pastoral, medical and counselling support will always take account of the needs of LGBT+ students.

Cultural background: The School embraces the diversity of faith and culture of the students in its community and recognises that whilst some parents may choose to discuss sexual relationships with their children, some students rely upon the School as their main, or only, source of sex education. Religion and belief are amongst the protected characteristics and the School will deliver the RSHE in a culturally appropriate and sensitive way, whilst still ensuring that students have access to the learning they need to stay safe, healthy and understand their rights as individuals. This will include clear, impartial, scientific information.

4. Working with parents

- 4.1 The role of parents in the development of their children's understanding about relationships is vital, and they are the most significant influence in enabling their children to grow, to mature and to form healthy relationships. The School values and respects the opinions of its parents who will be consulted on and informed about the RSHE provision at the start of each academic year. The RSHE guidance is available on the School website and parents will be informed about this guidance in a letter at the start of each academic year, with a summary of the RSHE content for their child's year group. If a parent requires further detail, they may request it from the Head of Personal Development or Assistant Head (Pastoral).

- 4.2 Parents are offered the opportunity to discuss the contents of RSHE lessons with the Head of Personal Development and have the right to request the withdrawal of their child from the Sex Education lessons until three terms before the child turns 16, if they wish to do so on religious or moral grounds. Parents do not have the right to withdraw their child from Relationships or Health Education, however. The School will always treat parental objections with sympathy and respect and will work with parents to overcome specific difficulties. Any parent who requests the withdrawal of their child from a Sex Education lesson will be invited to discuss their decision with the Head of PD or the Assistant Head (Pastoral) in line with School's safeguarding practice, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. A parental decision to withdraw a student from a lesson or lessons should be made formally in writing and addressed to the Headmaster.
- 4.3 Parents should be aware that, if they choose to withdraw their child from a Sex Education lesson, their child may miss out on important aspects of safeguarding education, including the development of the knowledge, understanding and skills needed for a young person to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy and resilience. The withdrawal of a child from these lessons may mean that they miss out on learning about issues such as consent, contraception, sexually transmitted infections and their rights as individuals.
- 4.4 In accordance with the Department of Education's statutory guidance, the School will respect a parental request to withdraw their child from Sex Education lessons until three terms before the child turns 16. After this point, if the child wishes to receive Sex Education rather than be withdrawn, the School will make arrangements to provide them with the content of the lessons during one of those terms.

5. Content and Delivery

- 5.1 RSHE forms a large part of the PSHE curriculum and is primarily delivered through the Personal Development programme, taught by specialist teachers, form tutors, the School Nurses, the School Counsellor and occasional visiting speakers. In many cases, the specialist teacher will teach the lessons supported by the School Nurse or the School Counsellor. A member of staff will be supported if they feel that they are no longer able to deliver the RSHE curriculum. All content will be reviewed annually after consultation with all stakeholders, including teachers, parents and students via Student Voice.

Additionally, human reproduction is covered within the Biology schemes of work, and questions of moral and ethical codes are covered in the Religious Studies schemes of work. It is expected that in other areas of the curriculum, particularly in English and the Humanities, there will be further opportunities to discuss and reflect on RSHE themes.

- 5.2 The School recognises that much of the RSHE curriculum has sensitive content which some students may find difficult to address in a lesson. The classroom ground rules for discussing sensitive issues are designed to create a safe learning environment which will help students to share feelings, explore values and attitudes, express opinions through open discussions and consider the opinions of others, without attracting negative feedback. Ground rules need to be consistently adhered to, regularly revisited and, if necessary, renegotiated and reinforced. The teacher will lead the way by modelling the ground rules in their own behaviours with the class.

The School's ground rules for PD lessons are:

1. *We will be open and honest, but not discuss directly our own or others' personal lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.*
2. *We will keep the conversation within the room, and we know that our teacher will not repeat what is said in the classroom unless they are concerned someone is at risk, in which case they will follow the School's safeguarding policy.*
3. *It is okay for us to disagree with another person's point of view, but we will not judge anyone, make fun of anyone, or put anyone down. We will 'challenge the opinion not the person'.*
4. *Taking part is important. However, we have the right to pass on answering a question or participating in an activity.*
5. *We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.*
6. *We will listen to the other person's point of view and expect to be listened to.*
7. *We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.*
8. *We know that no question is a stupid question. We will not ask questions that deliberately seek to embarrass anyone else.*
9. *If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.*

5.3 If a child makes a disclosure to a member of staff during an RSHE lesson, the teacher will follow the guidelines set out in the statutory guidance Keeping Children Safe in Education (2023) and the School's Safeguarding Policy.

5.4 'Signposting' (providing information about different sources of help for young people, both within and beyond the School) is included in each lesson. Students will be encouraged to develop the skills needed to seek advice and articulate their concerns.

5.5 The Personal Development (PSHE) programme has three themes: (i) Health and Wellbeing, (ii) Relationships and (iii) Global Citizenship. Health and Wellbeing and Relationships are subject to the Department for Education guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019*.

RSHE lessons within the Week 1 Personal Development programme are usually delivered by form tutors, Heads of Year or specialist teachers. Students are always encouraged to reflect on their own learning and progress with the use of baseline assessments, discussions and quizzes.

The topics considered to be Sex Education are shown in bold font in the table below.

| Week 1 PD | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|---|---|---|--|---|---|------------------------------|------------------------------------|
| H E A L T H | First aid - bleeding & burns | Talk about alcohol | First aid (CPR theory) | Health Screen | Gangs and knife crime | First aid on a night out | Oddballs – testicular cancer |
| | First aid CPR | Solvents | First aid (AEDs) | Organ donation | Ur Choice - Pregnancy | Organ donation | Sexual health |
| | Dental hygiene & diet | Organ donation | Check it out (TCT) HPV and Cancer | Taboo topics (FGM, Honour-based abuse, mental health) | Alice Ruggles Trust - Stalking | | Positive mental wellbeing for life |
| | Drugs education | Alzheimer's awareness | Talk about substances | Ur Choice - Consent | Global acts of unity | | |
| | | Antibullying: Gone too far? (ChildNet) | Covid-19; what can we learn? | Ur Choice - Images | Growth mindset and resilience | | |
| R E L A T I O N S | Antibullying | Diversity | Gambling | Ur Choice - Families | Student finance and university life | Consent | One Killer Punch |
| | Online friendships | Peer Pressure: Back me up (ChildNet) | Antibullying: The boy in the photo drama | Stereotyping/educate against hate | Finance (Young Money) | The impact of pornography | |
| | Trust Me 1- online content (HOY) | Is equality always fair? (Equality Act) | BBFC 3 managing challenging | Antibullying: Karmel's Story (LGBT+) | Apprenticeships | | |
| | | Online safety: webcam confidence | Self-esteem: Talking Heads (ChildNet) | Discrimination (Haters gonna hate) | Solutions Not Sides (conflict in the Middle East) | | |
| G L O B A L C I T I | Careers Education 1 | Critical thinking | Bereavement | Identity fraud: FRAUD CiFA | Careers Education UNIFROG 1 | Rights in society | |
| | Careers Education 2 | Barclays bank: opening an account | Online safety: Live Streaming (CEOP) | Finance | Social Sciences Awareness | Tax facts | UCAS 1, 2 and 3 |
| | Finance - Tax | Prejudice and tolerance | Trust Me 3- critical thinking/ | The role of the magistrates | Careers Education UNIFROG 2 | Personal finance | Survival guide to leaving home |
| | Finance | Human rights | Finance: Budget game | Democracy | | Choosing a university course | The drugs trade |
| | Sweat Shops: Play fair, work fair! | Run, Hide, Tell | British rights - extremism | Talk from Head of Careers/ HE | | UNIFROG | Drugs – the law |
| | Human rights - education | Careers Education 1 | Careers Education 1 | Careers Education 1 | | | |
| | Human rights and Fundamental British Values | Careers Education 2 | Careers Education 2 | Careers Education 2 | | | |
| | Identity | Careers Education 3 | Careers Education 3 | Careers Education 3 | | | |
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Personal Development lessons in the Week 2 programme are delivered by specialist teachers.
The topics considered to be Sex Education are shown in bold font in the table below.

| Week 2 PD | Year 7 | Year 8 | Year 9 | Year 10 PD Mornings | Year 11 PD Mornings |
|------------------------------|--|--|-------------------------------------|--|--|
| Health Education | Puberty | Making a CEOP report/What is a nude?/Send me a pic | Ur Choice - Talking | Image – Body Image, LGBT+ Image, Online Image | Social Science Awareness - Economics, Psychology and Business Studies |
| Health Education | Drugs, alcohol and smoking | Relationships - BBFC | Ur Choice – Love is.... | | |
| Health Education | Relationships and Identity | CSE - Alright Charlie | Ur Choice - Building Blocks | | |
| Economics Education | Logos, cost, shape and design | Economy and decision making | Employment law | Choices - Contraceptives and STIs, drugs education and ‘Prison Me? No Way’ | Wellbeing - zumba, mindfulness and yoga |
| Economics Education | Advertisements | Using knowledge | Rights and responsibilities at work | | |
| Economics Education | Make and pitch | Influencing the economy | Consumer rights | | |
| Ethics and Morals | What are morals? | What is extremism? | Challenging stereotypes | Extremism - ‘Small Steps’ talk (Far right extremism) | Crossing the line - HIV awareness, peer pressure, drugs and county lines |
| Ethics and Morals | Ethical dilemmas | Nurturing extremism | Prejudice and discrimination | | |
| Ethics and Morals | Assessing animal rights | Expressing your opinion | Prejudice and discrimination | | |
| Environmental Education | Where does our food come from? | The World's last wilderness | My own ecological impact | | |
| Environmental Education | The Smith's Roast Dinner! | Antarctica - a treasure trove of resources | Sustainable schools (1) | | |
| Environmental Education | What can be done to reduce food miles? | Exploit or protect - you decide! | Sustainable schools (2) | | |
| Social & Political Education | UK Politics | Parliament | Campaigning (1) | | |
| Social & Political Education | Elections | The job of an MP | Campaigning (2) | | |
| Social & Political Education | What can politics do for us? | Democracy | Global political responsibility | | |
| Wellbeing | Healthy routines | Good habits and supporting others | Addiction | | |
| Wellbeing | Good habits | Stigma, stress and anxiety | Depression and self-harm | | |
| Wellbeing | Friendships and bullying | Body image and eating disorders | Good habits | | |

5.6 The Year 8 Biology scheme of work additionally covers human reproduction and basic contraception (condoms and the pill), including:

- male and female reproductive systems
- changes in adolescence (in the uterus and ovaries; hormones)
- fertilisation, pregnancy and birth
- contraception to include condoms and the pill.

5.7 The Year 11 Biology scheme of work includes human reproduction again, but in more detail, covering:

- structure and function of male and female reproductive systems
- roles of oestrogen and progesterone in the menstrual cycle
- role of the placenta in the nutrition of the developing embryo
- protection of developing embryo by amniotic fluid
- roles of oestrogen and testosterone in the development of secondary sexual characteristics.

5.8 Biology is part of the core curriculum at Bradford Grammar School from Year 7-11, so every student will be taught these topics.

5.9 All teachers delivering aspects of the RSHE programme are supported in doing so by the Head of Personal Development, who is responsible for developing and resourcing the core aspects of this curriculum. The Head of Personal Development, working with the Assistant Head (Pastoral), is responsible for ensuring the delivery of the curriculum outlined above, ensuring that relevant topics are included in the schemes of work and that appropriate and relevant issues relating to online safety are included.

Further information for parents issued by the Department for Education is available:

Understanding Relationship, Sex and Health Education at your child's secondary school: a guide for parents ([English version](#); [Arabic version](#); [Urdu version](#))

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| Guidance reviewed by: | Mrs M J Chapman, Assistant Head Pastoral |
| Last guidance review date: | Autumn 2023 |
| Next guidance review date: | Autumn 2024 |