



Dedicated to delivering inspiration learning experiences.

Subject Philosophy: Relationships and Sex Education (RSE)

Intent

Baginton Fields is a maintained secondary school and we recognise that we must provide RSE to all students as per the [Children and Social work act 2017](#). In teaching RSE, we must also have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The intent of our Relationship and Sex Education curriculum, is to deliver, an all-inclusive philosophy and ethos spread throughout our everyday lives, as well as a curriculum that all students at Baginton Fields have access to. We endeavour to maximise the outcomes for every student so that it enhances and builds on previous knowledge, their knowledge increases, and students' ability to remember and understand increases by completing the programme of study as they journey through school life. At Baginton Fields our RSE education is inclusive and enables all our students to gain greater independence and a greater understanding of their own status as members of a society in modern day Britain. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. As a school we understand that relationship and sex education is an important element of the curriculum and that the teaching of this subject requires particular skill and sensitivity. For a considerable number of our students, the concepts underlying this area of learning can be extremely difficult to understand. However, it is essential that the students are prepared for the changes that will occur in their bodies, emotionally and developmentally. Alongside the teaching of RSE, students are given opportunities to learn about British Values and appreciate what it means to be a member of a diverse society.

We acknowledge that in order for our students to take up the challenges of creating a happy and successful adult life, students need the knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build their self-worth. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare our students develop their resilience and to help them understand and know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, social, and cultural, development of students at school and of society, whilst also preparing students for the opportunities, responsibilities, and experiences of later life... We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all students irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. Meaning that the teaching of RSE needs to be sensitive to the varying needs and abilities of individual students and may need to be adapted and changed as the students at the school change. Not only does the teaching need to be sensitive of these needs, but also to help the students realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or language that is prejudice-based.

At Baginton Fields it is our intention that all students gain the opportunity to access a programme of RSE study. Content and teaching is tailored to meet the different developmental stages being sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. We take into account the students full rights and responsibilities regarding their personal relationships, sexuality, physical, emotional, and

moral development. It is our philosophy that sexuality is intrinsically part of our being and relationships part of everyday lives. All students regardless of their needs have the same entitlement to that preparation as that of their able-bodied peers. Students learn to understand and respect common humanity, diversity, and differences, so that they can go on to develop relationships that are part of life and learning. It is our intention that Relationships Education, RSE and Health Education will be accessible for all students through quality teaching that is differentiated and personalised, ensuring accessibility for all students in the Baginton community.

The DfE's Sex and Relationship Education statutory guidance states:

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Baginton Field School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The DfE's Sex and Relationship Education statutory guidance indicates:

"We will come across a diversity of families and relationships in our society. We respect the rights of other people to enter into relationships which may be different, or those of the faith or community we identify with, and we should value the freedoms which this country's law allows to all individuals, including us."

Baginton Field School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

In planning and presenting our RSE programme we provide an opportunity for students to express themselves within a trusted and safe environment. We believe that effective RSE education enables young people to make responsible and informed decisions about their overall health and wellbeing.

Our school is committed to the provision of RSE to all students and the differing needs of both males and females. Our programme aims to respond to the diversity of our students' cultures, faiths, and family backgrounds. All staff are expected to give every student the chance to experience, participate and achieve the understanding of RSE. Equal time and provision will be allocated for all groups but there may be occasions where some students need extra support.

Across all Key Stages, students will be supported with developing the following skills through the teaching and delivery of our RSE curriculum:

- Communication, including managing relationships and emotions
- How to recognise and assess potential risks
- Assertiveness
- Where and how to seek help and support when required
- Informed decision-making
- Self-respect, respect for others and responsibility
- Recognise and maximise a healthy lifestyle and relationships
- Manage conflict and respond to challenges
- Self-awareness

These skills are taught within the context of relationships

The planning and organising of teaching strategies will be consistently reviewed through rigorous quality assurance to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

This policy covers our school's approach to Relationship and Sex education, not only in valuable lessons taught, but through the attitude of both our staff and students. Our school ethos and values highlight an approach and commitment to equality both within and outside of the classroom. This was policy produced in consultation with our staff, board of governors and parents.

Programme of Study

The intricacy of the subject content develops progressively and in line with the students' own development and understanding.

Curriculum Overview

Families and friendships	Safe relationships	Respecting ourselves and others	Growing and changing	Keeping safe
Roles of different people: families, feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; Being polite and respectful	Recognising what makes them unique and special feelings; Managing when things go wrong	How rules and age restrictions help us; Keeping safe online
Making friends; Feeling lonely and getting help	Managing secrets; Resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; Sharing opinions	Growing older; naming body parts and transitions -rite of passage.	Safety in different environments; Risks and safety at home; emergencies
What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; The importance of self- respect; courtesy and being polite	Personal strengths and achievements and managing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing differences sensitively	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; Support with puberty	Medicines and household products; Drugs common to everyday life
Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people;	Personal identity; recognising individuality	Keeping safe in different situations; including

		recognising prejudice and discrimination	and different qualities; mental wellbeing	responding in an emergency, first aid and FGM
Attraction to others; romantic relationships; civil partnerships and marriage	Recognising and managing pressure; Consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Human reproduction and birth; increasing independence into adulthood; managing different transitions	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Content below taken from Secondary curriculum Year 7&8

Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support	
Self-identity, family and identity, stereotypes, personal beliefs, and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships,	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol, and risky behaviour	

	sources of support			
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Organisation of the curriculum

RSE is not delivered in isolation but firmly embedded in all curriculum areas (e.g., ICT, RE and Science), including Personal, Social, Health Education (PSHE) and Citizenship. RSE is taught discreetly across the different Key Stages for the Venturers and Investigators.

The Relationship and Sex Education programme at Baginton Fields has been planned to take into account the age, physical and emotional development, and maturity of the school community.

Students are taught in mixed gender groups, unless there is a need for a more gender specific focus. From time-to-time Individual support if may be deemed necessary for specific students.

Literacy Opportunities

Some of the books that students will read as part of their RSE content:





Please note that all these books are available from the Outsider Programme box in the English room.

Numeracy Opportunities

- developing basic counting skills
- reading and recognising a variety of numbers
- reading and writing dates
- practising telling the time
- solving simple problems including addition and subtraction (from real-life scenarios and contextual issues)
- recognising, naming and matching shapes
- recording findings using tally chart
- comparing sizes and numbers
- Communicating observations using mathematical language (e.g., more, less, most, least)

Personal Development

All students will develop awareness of themselves through a diverse programme of study, as well as additional opportunities and everyday life at school together with their peers. Students will be supported to:

- To clarify/reinforce existing knowledge
- To raise self-esteem and confidence, especially in their relationships with others
- To begin to understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To develop relevant skills (in language and communication, decision making, assertiveness) and make the most of their abilities and potential
- To develop the confidence to be participating members of society and to value themselves and others
- To understand how and where to get help to gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media

- To understand how to respect and care for their bodies
- To be prepared for puberty and adulthood

Student Outcomes

The intended outcomes of our RSE programme of study:

- Facilitate the spiritual, moral, cultural, mental, and physical development of all students
- Develop and prepare students for the opportunities, responsibilities, and experiences of later life
- Ensure each student has opportunity to realise their potential by helping to develop self-esteem and the ability in our students to value themselves and others
- Understand, acknowledge and appreciate difference and diversity
- Develop the skills to know how to make informed choices
- Know and understand what constitutes a safe and healthy lifestyle regarding all forms of relationships, sexuality, and health education
- Provide an environment/ framework in which sensitive discussions/learning can take place
- Ensure students develop an understanding of how to keep themselves safe in forming and maintaining relationships
- Ensure all students have the opportunity and develop a toolkit for understanding and managing their emotions
- Develop students' opportunities to consider issues which may affect their own lives and/or the lives of others
- Develop skills to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Help students recognise the onset of puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Develop students' understanding and the importance of using the correct vocabulary to describe themselves and their bodies

We will have achieved our goals when:

1. Students develop a greater understanding of healthy relationships and the importance of leading healthy, successful adult lives.
2. Students acquired knowledge and skills enabling them to put learning into practice and make informed decisions in real life situations.
3. Skills are developed to better manage risks and challenges in complex personal, cultural, and social contexts.
4. Students build their resilience and know how and when to ask for help and where to get support.

Development Strategies

In order to achieve our goals, we will:

- Ensure all teaching of RSE is without bias
- Embed the new Jigsaw RSE curriculum across the 3 Key Stages
- Monitor the delivery of RSE and evaluate the impact
- Have a good understanding of student needs and learning styles in relation to RSE
- Support staff in the delivery of RSE and build confidence in teaching the subject · Staff training to meet the needs of RSE
- Evaluate the Programme of Study and its effectiveness through teacher reflection of the content and learning processes
- Engage in staff meetings to review and share experiences

Child Protection / Confidentiality

- Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
- The staff member will inform the Head Teacher /Designated Safeguarding Lead in line with the LEA (Local Education Authority) procedures for child protection if such a disclosure is made.
- All members of staff have up-to-date child protection training and cannot promise confidentiality if concerns about a young person exist.

Policy Links

This RSE policy has been clear related links to other school policies and documents promoting students' spiritual, moral, social, and cultural development:

- Spiritual, Moral, Social and Cultural Development Document
- Anti-Bullying Policy
- Behaviour Policy
- Safeguarding Policy
- Child Protection Policy
- E-Safety Policy