



Barnwood Park School

Relationships and Sex

Education Policy

Barnwood Park School is part of the Greenshaw Learning Trust.

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Barnwood Park School: Relationships and Sex Education (RSE) Policy

Policy Status: Statutory

Last Approved: March 2026

Next Review Date: July 2027

Responsibility: Headteacher, Specialist PSHE Lead, and Senior DSL

1. Policy Overview and Statutory Framework

Barnwood Park School is committed to providing a high-quality, inclusive, and age-appropriate Relationships and Sex Education (RSE) programme. This policy ensures that our school meets the mandatory requirements set out by the Department for Education (DfE) and is adopted in accordance with the **Greenshaw Learning Trust (GLT) Curriculum Policy**.

We deliver RSE in accordance with:

- **The Children and Social Work Act 2017** (Mandatory RSE).
- **The Equality Act 2010** (Public Sector Equality Duty).
- **Keeping Children Safe in Education (KCSIE) 2025**.
- **September 2026 DfE Guidelines** regarding AI-safety, deepfakes, and misogyny.

2. Rationale, Aims, and Ethos

The objective of RSE at Barnwood Park is to provide the knowledge required to make informed, responsible choices. We believe that high-quality RSE is a protective factor, reducing the risks of exploitation and helping students build self-esteem.

The aims of our RSE provision are to enable students to:

- Develop respectful relationships based on mutual consent and equality.
- Recognise and challenge harassment, sexism, and gender-based violence (misogyny).
- Understand the physical and emotional changes of puberty and human reproduction.
- Critically evaluate the media and digital world, including the impact of pornography.
- Foster an environment where diversity is celebrated, covering all family structures (LGBTQ+, foster/adoptive families, kinship care and young carers).

3. Leadership and Delivery Model

Barnwood Park School operates a specialist delivery model. Unlike models where form tutors deliver content, we employ a dedicated Specialist PSHE Teacher to teach all lessons across the school.

3.1 Benefits of Specialist Delivery

- **Consistency & Expertise:** Every student receives the same high standard of evidence-based information from a specialist trained to handle complex legal and emotional topics.
- **Collaboration with the Senior DSL:** The Specialist PSHE Lead and Senior DSL meet regularly to identify anonymised safeguarding trends. If the DSL identifies emerging risks in the community (e.g., specific social media trends or child-on-child abuse), the Specialist Lead adapts the curriculum in real-time to address these needs.
- **Parental Notification:** In the event of a significant mid-term curriculum adaptation, the school will notify parents/carers via letter or email. This communication will outline the reasons for the change and provide context on the trend being addressed, enabling parents to support these conversations at home.

3.2 Student Voice: The Online Wellbeing Noticeboard

All students are provided with dedicated time and access to an Online Wellbeing Student Noticeboard during PSHE lessons.

- **Curriculum Co-Creation:** Students use digital forms to suggest topics for the curriculum or request specific representation on the noticeboard.
- **Safety Reporting:** Students can request mental health support or report areas of the school or community where they feel unsafe. These reports directly inform the focus of future RSE sessions.

4. Safeguarding, Disclosures, and Limits to Secrecy

RSE is a powerful tool for safeguarding. However, because these lessons deal with sensitive subject matter, they may lead to child protection disclosures.

4.1 Protocol for Disclosures

If a student discloses a safeguarding concern during an RSE lesson or via the Wellbeing Noticeboard, the Specialist PSHE Lead will:

- Notify the **Designated Safeguarding Lead (DSL)** immediately.
- Log the concern formally using the school's electronic CPOMS system.

- Follow the school's Child Protection and Safeguarding Policy without exception.
- Encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents/carers have open and trusting relationships when it comes to sexual health and the school will encourage this as much as possible.

4.2 Limits to Secrecy and Privacy

It is a fundamental principle at Barnwood Park that **staff cannot promise absolute secrecy** to a student.

- If a student under 16 is having, or is contemplating having, sexual intercourse, or is at risk of harm, the teacher **must** notify the DSL.
 - Personal information about students who approach the Specialist Lead for advice will only be shared with relevant safeguarding staff (DSL/DDSL) to ensure the child's safety.
 - Staff who breach a child's privacy by sharing confidential information with individuals *outside* of the safeguarding team, without a professional reason to do so, will be subject to the GLT Staff Disciplinary Procedure.
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5. The 2026 Enhanced Curriculum

Our "Character and Culture" roadmap is tailored to the modern challenges facing students.

5.1 Digital Integrity and AI Safety

- **AI and Deepfakes:** Understanding the legal and moral implications of creating or sharing non-consensual AI imagery.
- **Toxic Influencers:** Critically deconstructing online subcultures that promote hostile views on gender.

5.2 Misogyny and VAWG

- **Challenging Sexism:** Identifying "everyday" sexism and empowering students to be active bystanders against Violence Against Women and Girls (VAWG).
 - **Healthy Masculinity:** Encouraging identities rooted in empathy and respect.
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6. Delivery Methods and Inclusive Practice

- **Distancing Techniques:** The Specialist Lead uses fictional case studies to depersonalise sensitive topics, protecting student privacy.

- **Correct Terminology:** Anatomically correct names for body parts are used to ensure clarity in safeguarding.
 - **Vulnerable Pupils:** Students with SEND or those who have experienced trauma are supported through differentiated resources. The Specialist Lead may offer 1-to-1 support where required.
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7. Parental Partnership and the Right to Withdraw

Parents are the primary educators of their children. We provide transparency through the Curriculum Roadmap on our website and annual "Parent Voice" surveys.

7.1 Communication and Parental Notification of Curriculum Changes

We believe that the provision of RSE at home should be complementary to the provision provided by the school. To ensure transparency:

- The school will publish the **Character and Culture Roadmap** on the website.
- **Notification of Adaptation:** If the Specialist PSHE Lead and Senior DSL determine that a significant "trend-based" change to the curriculum is required (as per Section 3.1), **parents and carers will be notified in writing**. This communication will explain the nature of the trend being addressed and the reasons for the adaptation, allowing parents to support the school's intervention at home.

7.2 The Right to Withdraw

Parents may request withdrawal from the non-statutory/non-science components of sex education by writing to the Headteacher. A meeting will be arranged to discuss concerns. Three terms before a child turns 16, the student has the legal right to opt *into* sex education, regardless of parental withdrawal.

8. Monitoring and Evaluation

This policy is reviewed every **18 months**. Evaluation includes:

1. **Noticeboard Analytics:** Reviewing topics requested by students.
2. **Trend Analysis:** Termly reviews between the Specialist PSHE Lead and Senior DSL.
3. **Governance Review:** The GLT Board reviews the impact and compliance of the provision.

9. Equal Opportunities

RSE lessons provide a background for talking openly and freely about the diversity of personal, social, and sexual preferences.

- **Promoting Equality:** Prejudiced views will be challenged and equality promoted in line with the Equality Act 2010.
- **Addressing Bullying:** Any bullying related to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously, in accordance with the procedures outlined in the **School Behaviour Policy**.

10. Complaints

Parents/carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the formal **School Complaints Procedure**. We encourage parents to first discuss concerns with the Specialist PSHE Lead or Headteacher as outlined in Section 7.2.

Appendix 1

Curriculum Map

The following content will be taught to students in an age-appropriate way. By the end of secondary school all pupils should know:

Topic	Pupils Should Know:
Families	<ul style="list-style-type: none">• That there are different types of committed, stable relationships and how these contribute to human happiness and child-rearing.• What marriage is, including its legal status and the protections it carries compared to cohabitation or unregistered religious ceremonies.• Why marriage must be freely entered into and why it is an important choice for many.• The roles and responsibilities of parents and the characteristics of successful parenting.• How to determine if a relationship is unsafe and how to seek help or report concerns about others using school systems.

<p>Respectful Relationships</p>	<ul style="list-style-type: none"> • Characteristics of positive friendships (online and offline) including trust, respect, honesty, boundaries, consent, and managing conflict. • How stereotypes (based on sex, gender, race, religion, sexual orientation, or disability) can cause damage or normalise non-consensual behaviour. • The right to be treated with respect and the responsibility to show due tolerance for others' beliefs. • Different types of bullying (including cyberbullying), the impact on victims, and the responsibility of bystanders to report it. • That certain behaviours are criminal, including violent behaviour, coercive control, sexual harassment, and sexual violence. • Legal rights regarding the Equality Act 2010 and the importance of protected characteristics.
<p>Online and Media</p>	<ul style="list-style-type: none"> • That rights and expectations of behaviour apply equally online as they do offline. • Online Risks: The difficulty of removing compromising material and the potential for any shared content to be redistributed. • The impact of viewing harmful content and how pornography presents a distorted picture of sexual behaviours and self-image. • That sharing or viewing indecent images of children is a criminal offence carrying severe penalties. • How personal data is generated, collected, and used by online platforms.

<p>Being Safe</p>	<ul style="list-style-type: none"> • The laws relating to sexual consent, exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence, and FGM. • How to actively communicate and recognise consent, and how/when it can be withdrawn in all contexts.
<p>Intimate and Sexual Relationships</p>	<ul style="list-style-type: none"> • How to recognise positive aspects of healthy intimate relationships (mutual respect, loyalty, trust, and shared interests). • How choices in sex and relationships affect all aspects of health (physical, emotional, mental, and reproductive). • The facts about reproductive health, fertility, and the impact of lifestyle on future fertility. • Strategies for managing peer pressure and the choice to delay sex or enjoy intimacy without sex. • The facts about the full range of contraceptive choices, their efficacy, and where to access them. • Facts around pregnancy and miscarriage, and the legally accurate, impartial information on all choices (parenting, adoption, and abortion). • STIs: How they are transmitted (including HIV/AIDS), the importance of testing, and how risk is reduced through safer sex and condom use. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How and where to access confidential sexual and reproductive health advice and treatment.

For a more detailed breakdown of the topics covered termly by year group, please see the school website.