The New Beacon
EX FUMO DARE LUCEM

Relationships and Sex Education (RSE) Policy

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Aims and Objectives

The New Beacon's aims and objectives for its pupils within relationship and sex education are for our pupils to become well-rounded, respectful and accepting individuals who are empathetic to people's needs and can create, understand and forge positive relationships. Moreover, it is important to recognise that we also understand the role that we play as a school in teaching our pupils to identify when relationships are unhealthy and how to seek advice, support and help.

The curriculum promotes respect for all protected characteristics as defined by the Equality Act 2010. Our Relationship and Sex Education aims to help our pupils learn about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. This is taught in an age-appropriate manner within the school. This education is delivered in Global Citizenship and Life Skills (GCLS) lessons, Biology, Religious Studies and via form periods, assemblies and guest speakers.

Global Citizenship and Life Skills (GCLS) is the school's programme for delivering PSHE, Relationships and Sex Education (RSE), and wider personal development. Learning occurs in a range of occasions throughout the academic year and includes lessons/talks/assemblies about improving a pupil's knowledge of forming relationships; understanding their body; their feelings and attitudes towards themselves and others; keeping safe by looking after their physical, mental and sexual health; and understanding who they can turn to for help in these matters. We encourage positive and supportive decision making, an understanding of the consequences of one's actions (whether they be positive or negative), and place a strong emphasis on the fundamental concept of consent.

We also aim to prepare pupils for the opportunities, responsibilities and experiences they will encounter as they get older, as they progress to senior schools and ultimately, into adult life. We aim to provide information and understanding about different kinds of relationships, whether they be intimate physical ones or other types of relationships. We aim to increase pupils' awareness of the value and enjoyment of relationships based upon mutual respect and trust, responsibility and sensitivity towards the needs of others. At an age-appropriate stage, we aim to teach the changes an individual goes through during puberty, human reproduction, stability within relationships, sexual orientation and gender identity.

During Year 8, we aim to educate our pupils about the consequences, precautions and risks associated with sexual activity, providing them with information about where to source help, advice and support relating to these issues should they feel they need it in the future.

From Reception onwards, our pupils are all boys therefore particular emphasis is placed on developing respectful attitudes towards girls and women, challenging harmful stereotypes (including misogyny), promoting positive masculinity, and encouraging emotional literacy and help-seeking behaviours.

Curriculum Planning

From September 2024, the whole school incorporated and followed the Jigsaw syllabus. This programme of study sets out learning opportunities for each year group throughout the school in six core themes (one every half term): Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. This allows different year groups to work on similar themes, often at the same time, building a spiral programme year on year, whilst offering flexibility in terms of planning. Each year group's programme of study covers all of the statutory requirements for their phase. In addition, the curriculum reflects emerging safeguarding priorities, including online safety, harmful online influences, and digital risks.

Within the RSE content part of the GCLS course, pupils' learning can be summarised as follows:

Year 1

Families and the People Who Care for Me, Caring Relationships, Respectful Relationships, Being Safe, Mental Wellbeing, Physical Health and Fitness, Healthy Eating, Health and Prevention, The Changing Body.

Families and friendships – Roles of different people; families; feeling cared for Safe Relationships – Recognising privacy; staying safe; seeking permission.

Respecting ourselves and others – How behaviour affects others; being polite and respectful.

Growing and changing – Recognising what makes us feel unique and special; feeling; managing when things go wrong.

Year 2

Families and the People Who Care for Me, Caring Relationships, Respectful Relationships, Online Relationships, Being Safe, Mental Wellbeing, Internet Safety and Harms.
Physical Health and Fitness, Healthy Eating, Health and Prevention, The Changing Body.
Families and friendships – Making friends; feeling lonely and getting help, Safe relationships.
Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.
Respecting ourselves and others.
Recognising things in common and differences; playing and working cooperatively; sharing opinions.
Growing and changing – Growing older; naming body parts; moving class or year.

Year 3

Families and the People Who Care for Me, Caring Friendships, Respectful Relationships, Online Relationships, Being Safe, Mental Wellbeing, Internet Safety and Harms, Physical Health and Fitness, Healthy Eating, Health and Prevention, Basic First Aid, The Changing Body, Families and friendships.
What makes a family; features of family life.
Safe relationships – personal boundaries; safely responding to others; the impact of hurtful behaviour.
Respecting ourselves and others –recognising respectful behaviour; the importance of self-respect; courtesy and being polite.
Growing and changing - personal strengths and achievements; managing and reframing setbacks.

Year 4

Families and the People Who Care for Me, Caring Friendships, Respectful Relationships, Online Relationships, Being Safe, Mental Wellbeing, Internet Safety and Harms, Physical Health and Fitness, Healthy Eating, Health and Prevention.
The Changing Body, Families and friendships – Positive friendships, including online
Safe relationships – responding to hurtful behaviour; managing confidentiality; recognising risks online.
Respecting ourselves and others – respecting differences and similarities; discussing difference sensitively

Growing and changing – physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty.

Year 5

Caring Friendships, Respectful Relationships, Online Relationships, Being Safe, Mental Wellbeing, Internet Safety and Harms, Physical Health and Fitness, Healthy Eating, Health and Prevention, Basic First Aid.
The Changing Body, Families and friendships – Support with puberty, personal hygiene routines, managing friendships and peer influence, safe relationships, physical contact and feeling safe.
Respecting ourselves and others – responding respectfully to a wide range of people; recognising prejudice and discrimination.
Growing and changing - personal identity; recognising individuality and different qualities; mental wellbeing.

Year 6

Families and the People Who Care for Me, Caring Relationships, Respectful Relationships, Online Relationships, Being Safe, Mental Wellbeing, Internet Safety and Harms, Physical Health and Fitness, Healthy Eating, Health and Prevention.
The Changing Body
Families and friendships – Attraction to others; romantic relationships; civil partnerships and marriage Safe relationships.
Recognising and managing pressure; consent in different situations.
Respecting ourselves and others – expressing opinions and respecting other points of view; including discussing topical issues growing and changing.
Human reproduction and birth, increasing independence; managing transition.

Year 7

Families, Respectful Relationships Including Friendships, Online and Media, Being Safe, Mental Wellbeing, Internet Safety and Harms, Physical Health and Fitness, Drugs (Legal and Illegal), Health and Prevention, Basic First Aid Relationships.
Diversity; prejudice; bullying; building relationships; self-worth; romance and friendships (including online) and relationship boundaries.
Health and Wellbeing – healthy routines; influences on health; puberty; unwanted contact.

Year 8

Families, Respectful Relationships Including Friendships, Online and Media, Being Safe, Intimate and Sexual Relationships Including Sexual Health, Mental Wellbeing. Internet Safety and Harms, Physical Health and Fitness, Healthy Eating, Drugs (Legal and Illegal), Health and Prevention

Relationships – Discrimination in all its forms; racism; religious discrimination; disability; sexism; homophobia; biphobia; transphobia; gender identity; sexual orientation; consent; sexting; an introduction to contraception, Health and Wellbeing.

Mental health and emotional wellbeing including body image and coping strategies.

Online Safety and Emerging Risks

Given the increasing role of digital media in young people's lives, the curriculum includes explicit teaching on:

- The risks of online pornography and its impact on expectations of relationships
- The influence of social media, influencers and online communities on attitudes and behaviour
- Image sharing, including consent, coercion and legal implications (e.g. sexting)
- Emerging risks such as AI-generated imagery, deepfakes, and misinformation

Members of staff are encouraged to say if they do not feel comfortable with any specific topic area. If this does arise then a different teacher will take that particular class and teach the topic. In exceptional circumstances, a specific part of the curriculum may be taught later in the academic year or even in later years.

Some classes in the Middle School (e.g. Year 6 human reproduction and birth) and in the Senior School (e.g. LGBTQ+, contraception) tackle themes of a more mature and sensitive nature. Before we embark on such a topic, we write to parents explaining the exact content of the course to give them the opportunity to ask questions or discuss any concerns. This also occurs when we have visiting speakers concentrating on sensitive and mature themes e.g. Year 8 Drugs education.

Parental Right to Withdraw

Parents do not have the right to withdraw their child from Relationships Education or Health Education, which are statutory.

Parents may request to withdraw their child from some or all of sex education

delivered beyond the national science curriculum. Requests should be made in writing to the Head and will be considered on a case-by-case basis. The school may decline a request in exceptional circumstances, particularly where safeguarding concerns are present.

Guest Speakers

All external speakers are appropriately vetted and their content is reviewed to ensure alignment with the school's values and safeguarding responsibilities.

Safeguarding

RSE/GCLS plays a vital role in safeguarding pupils. Through this curriculum, pupils are taught to recognise abuse, unhealthy relationships, coercion, exploitation and online risks.

Staff understand that disclosures may arise during these lessons. Any safeguarding concerns will be dealt with in accordance with the school's safeguarding policy. Confidentiality cannot be guaranteed if a pupil is at risk of harm.

Assessment and Recording

Teachers assess the children's work in GCLS by using formative assessment strategies, including observation, discussion and reflective tasks during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each topic.

We have high expectations for the pupils at The New Beacon and the GCLS department has the same aspirations as the other departments within the school, however, there is no official assessment for the boys via exams or external public papers. The pupils fill in specific topic age-appropriate evaluation forms at the end of each unit, which allow them to consider the issues they have discussed in class. This in turn informs planning for subsequent academic years.

In addition, the Jigsaw framework allows opportunities for pupil assessment at the end of each puzzle piece. These are completed as and when appropriate. This does not diminish the importance of the subject. In fact, in many cases the opposite occurs, with pupils actively engaging in GCLS lessons.

Monitoring and Review

Periodically, there is an audit of the GCLS curriculum (for the Governors' Pastoral & Education Committee). This includes a review of events beyond GCLS lessons including assemblies, displays, visiting speakers, activities and how the whole school curriculum actively promotes fundamental British values, protected characteristics and current statutory requirements and emerging good practice.

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