



Policy: RSE

Review date: Spring 2024

Author: A. Norris

Reviewed: Spring 2023

Relationship and Sex Education Policy

To embrace the challenges of creating a happy and successful adult life, children need the knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. (Relationships Education guidance advice for Head Teachers, staff and governing bodies. 2019, DFE)

INTENT

Relationship and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

At Brindley Heath Academy we believe that it is important to prepare children for puberty and give them an age appropriate understanding of sexual development and the importance of health and hygiene.

Our Relationship and Sex Education (RSE) curriculum works in partnership with our PHSE and Science Curriculums to provide children with a wide range of learning opportunities and experiences that will help them develop feelings of self-respect, confidence and empathy and to create a positive culture around issues of sexuality and relationship.

Our Relationship and Sex Education curriculum is designed to allow each child to...

- Have age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.
- Consider the qualities of relationships within families.
- Provide the knowledge and information to which all pupils are entitled.
- Raise pupils' self-esteem and confidence, especially in their relationships with others.
- Help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- Develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- Develop confidence to be participating members of society and to value themselves and others.
- Develop skills for a healthier safer lifestyle.
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Respect and care for their bodies.
- Be prepared for puberty and adulthood.

IMPLEMENTATION

The teaching of Relationship and Sex Education is a legal requirement. As a junior academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

At Brindley Heath Academy we teach the following as part of our Physical Education, Computing and Science Curriculum, parents do not have the right to withdraw their child/children.

Science Curriculum Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age.

Our RSE curriculum is taught within Personal, social, health and economics education (PSHE) and citizenship.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Health education focuses on teaching physical health and mental wellbeing including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Organisation and Planning

In the teaching of Relationships education Brindley Heath Academy will ensure that the needs of the pupils are appropriately met and comply with the relevant provisions of the Equality Act 2010. All teaching will be dealt with sensitively and respectfully with age-appropriate content and responses.

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

At Brindley Heath Academy it is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play.

Resources to teach sex and relationship education may include fiction, reference books, leaflets and extracts from video clips. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

The school informs parents when aspects of the sex and relationship programme are taught and provides opportunities for parents to view the videos and resources being used.

Roles and responsibilities

The Governing Body

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Staff

Relationship and Sex education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. Staff will ensure that:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

➤ Responding to the needs of individual pupils

In addition, they will respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinions.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. We believe that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned. The Role of Visitors in regards to RSE Visitors are invited in to school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's RSE policy and work within it.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will talk to one of the schools Designated Safeguarding Leads, who may confer with the Head of School before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Teachers need to be 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 DSL or Deputy Designated Safeguarding lead. A member of staff cannot promise confidentiality if concerns exist.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of RSE (other than sex and relationship education contained within the National Curriculum for Science). Before doing so, parents are encouraged to talk to the class teacher and/or view the teaching resources in order to inform any decisions regarding withdrawing their child.

Requests for withdrawal should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Our Children's Charter

Our children are entitled to a world class RSE curriculum which enables them to:

- Stay safe and healthy, build self-esteem, resilience and empathy and raise aspirations
- Embrace the challenges of creating a happy and successful adult life
- Develop knowledge that will enable them to make informed decisions about their wellbeing, health and relationships
- Build their self-efficacy
- Develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- Develop resilience, to know how and when to ask for help, and to know where to access support.

IMPACT

At Brindley Heath Academy, through our RSE curriculum we are enabling children to develop their capacity to make sound decisions when facing risks, challenges and complex contexts in order to support their future. Each of our children is individual and unique and each has a potential that we need to unlock. Our school motto is 'from little acorns, grow mighty oaks' and through our curriculum we enable this to happen.

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

We will ensure that the curriculum is regularly monitored and reviewed. Senior leaders, middle leaders, subject leaders and our children will review the SRE curriculum and any changes will be shared with parents and carers. The learning and outcomes will be monitored

using a range of self-review strategies and feedback will be given around what is going well and what are the ways to grow.

Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.

The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

Review

This policy will be reviewed annually by staff and governors and appropriate amendments will be made where needed. Parents will be consulted when any changes to the policy are made.