

Relationships and Sex Education Policy

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Signed by:





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1.0 Core Values and how they link with this policy

think differently

- 1.1 The Relationships and Sex Education Policy has been written to help foster an environment that embraces and celebrates difference and ensures that all pupils are safe and embody practice that supports our Vision, Mission and Core Values. Employees at James Brindley Academy are expected to **THINK DIFFERENTLY** to inspire young people to overcome all barriers and achieve their dreams.
- 1.2 James Brindley Academy is committed to the principles of **ethical leadership** in implementing this policy, and this includes all employees respecting the rights of our young people as set out in the **UNICEF Charter**.

JBA Core Values	How this policy addresses these values
T HRIVE – We create a positive environment where we thrive and succeed	This policy helps pupils to learn about positive relationships, which contribute to a positive environment.
H IGH ASPIRATIONS – We have high aspirations for ourselves and others	This policy helps pupils to develop feelings of self-respect, confidence and empathy. This enables them to have high aspirations and support others to do the same.
I NCLUSION – We are inclusive in all we do and celebrate our differences	This policy helps pupils to use the correct vocabulary to describe themselves and others. This promotes inclusion.
N URTURE – We educate our young people and staff to nurture their emotional health and wellbeing	This policy helps staff and pupils to recognise unhealthy relationships and gives them the tools to grow and change, so that their wellbeing is increased.
K EEP SAFE – We ensure that keeping safe and the safety of others is paramount	This policy helps to provide pupils with the information to keep themselves sexually safe and build safe, strong relationships with others.





2.0 Introduction

Our children and young people are growing up in an increasingly complex world and living their lives on and offline. This presents many positive and exciting opportunities, but also challenges and risks. Our young people need to know how to be safe and healthy. Therefore, the Government have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools. We are clear that parents and carers are the prime educators for children on many of these matters. James Brindley Academy wish to complement and reinforce this, building on what pupils learn at home.

In primary Key Stages of education, we place a strong focus on the key building blocks of healthy and respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. We hope to equip all pupils with the knowledge and capability to take care of themselves and receive support if problems arise.

3.0 Purpose of the Policy

- Provide a framework which is inclusive and embraces the sensitive nature of discussions in which young people can feel safe discussing RSE topics
- Define relationships education (for primary education) *dfc*
- Define relationships and sex education (for secondary education) *dfc*
- Set out subject content, how it is taught and who is responsible for teaching it. *dfc*
- Set out how subject content may be adapted for SEND pupils.
- State how it is monitored and evaluated. *dfc*
- Provide clarity to parents/carers of their rights. *dfc*

3.1 Purpose of Relationship and Sex Education

- Help pupils embrace the challenges of creating a happy and successful life.
- Help pupils make informed decisions about their wellbeing, health and relationships.
- Prepare young people for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help young people develop feelings of self-respect, confidence and empathy.



- Create a positive culture around issues of sexuality and relationships.
- Teach young people the correct vocabulary to describe themselves and their bodies.
- Teach young people the vocabulary to understand gender identity, gender expression, biological sex and sexual orientation.
- The teaching of RSE will be pupil centred and consider the stage they are at.
- RSE provides SEND pupils with the 'tools to keep yourself safe including consent, boundaries & owning your own feelings' (Sex Education Forum)

4.0 Scope of policy

This policy applies to all teaching and classroom staff, pupils and parents/carers.

5.0 Responsibilities

5.1 Trustees will

- Monitor the leadership of the Personal Development curriculum
- Work with the Senior Leadership Team and Personal Development Head of Curriculum to monitor the teaching, progress and quality of provision.
- Ensure Personal Development is well resourced and staff adequately.

5.2 Assistant Principal for Teaching and Learning will

- Support the Personal Development Head of Curriculum to ensure that Relationships and Sex Education is taught well.
- Ensure a consistent approach to Relationship and Sex Education is evident across the academy.
- Supporting the Head of Curriculum for Personal Development to identify and provide for staff's training in RSE.
- Work with Personal Development Head of Curriculum to promote healthy relationships.
- Work with the Personal Development Head of Curriculum to monitor and evaluate the Personal Development education provision, experience pupils receive, and progress made.

5.3 Personal Development Head of Curriculum will

- Further develop, evaluate, and adapt a Personal Development Curriculum.



- Involve pupils, parents / carers and staff in the further development of Personal Development offer.
- Provide access to a range of activities that inspire pupils, including meaningful encounters with external experts such as motivational speakers, that bring an enhanced element of Relationship and Sex Education.
- Support the training programme for Personal Development teachers to ensure they are able to deliver RSE effectively.
- Work with Centre Leaders and Pastoral teams to ensure wider relationships and sex education is taught.
- Ensure compliance with the legal requirements to provide RSE education ensuring publication of the Relationship and Sex Education Policy on the academy website.
- Quality assurance Personal Development lessons delivered.

5.4 Teachers, Teaching Assistants and classroom staff will

- Promote and model positive relationships and feelings linked to relationships.
- Teach relationships and sex education inside and out of Personal Development Lessons in line with the school Relationship and Sex Education Policy.
- Teach relationship and sex education in a sensitive way, ensuring it is inclusive and age appropriate.
- Enhance independent research into where to get help and support with knowledge about relationships and sex.
- Encourage pupils to use their self-knowledge and knowledge thinking about and making choices.
- Help pupils to develop the skills they need to make informed decision, plan future actions, make decisions, present themselves well in all kinds of relationships.
- Maintain appropriate boundaries.
- Answering pupils' questions in an age-appropriate manner
- Passing on any safeguarding concerns to the Designated Safeguarding Lead
- Responding to the needs of individual pupils, including special educational needs and disability (SEND) pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education.

Staff do not have the right to opt out of teaching Relationship and Sex Education. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.



6.0 Training

- Relationship and Sex education training is delivered through departmental meetings, staff inset, sharing of good practice and distribution of literature and resources. This is supported by the use of Brooks CPD for RSE.
- All staff must be trained to teach about drugs, alcohol and tobacco. This PowerPoint is provided.

**The importance of RSE
'Pupils with SEND are at
greater risk of abuse and
exploitation'
PSHE Association**

<https://www.gov.uk/government/publications/teacher-training-drugs-alcohol-and-tobacco>

7.0 Links to statutory documents and legislation

- As a Special Academy which includes primary and secondary aged pupils, we must provide relationships education to all young people as per section 34 of the [Children and Social work act 2017](#).

**RSE provides SEND pupils
with the 'tools to keep
yourself safe including
consent, boundaries &
owning your own feelings'
Sex Education Forum**

- We do not have to follow the National Curriculum but we are expected to offer all young people a curriculum that is similar to the National Curriculum including requirements to teach Science which would include the elements of Sex Education contained in the Science curriculum.
 - In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act \(1996\)](#).
- Equality Act (2010), we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). And will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when teaching Personal Development.

8.0 Links to other policies

- Positive behaviour policy
- Equalities policy
- Curriculum
- PD Policy



9.0 Delivery of RSE

9.1 Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- RSE does not promote sexual activity either directly or indirectly.

9.2 Delivery of RSE

- RSE is taught within the Personal Development curriculum and is a cyclical process, building pupils understanding of relationships from Early Years through to Key Stage 5.
- RSE is a whole school approach, see below.
- Biological aspects of RSE are taught within the Science Curriculum.
- Religious perspectives are included in Religion Education
- Online aspects in Personal Development lessons.
- Personal Development lessons, which include RSE, take place once a week, as outlined in the scheme of work.
- In addition, there are termly Personal Development days, using specialist external speakers, who deliver content in line with the termly themes, to include RSE topics.
- By the end of primary school, pupils will have been taught content on:

Relationships	Health
<ul style="list-style-type: none"> • families and people who care for me • caring friendships • respectful relationships • online relationships • being safe 	<ul style="list-style-type: none"> • mental wellbeing • internet safety and harms • physical health and fitness • healthy eating • facts and risks associated with drugs, alcohol and tobacco • health and prevention • basic first aid • changing adolescent body

By the end of Secondary education, pupils will have been taught content on:

Relationships	Health
<ul style="list-style-type: none"> • families 	<ul style="list-style-type: none"> • mental wellbeing • internet safety and harms



<ul style="list-style-type: none"> • respectful relationships, including friendships • online media • being safe • intimate and sexual relationships, including sexual health 	<ul style="list-style-type: none"> • physical health and fitness • healthy eating • drugs, alcohol and tobacco • health and prevention • basic first aid • changing adolescent body
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9.3 Resources

- Appropriate resources are selected after careful consideration. Guidance is always sort from professional bodies and charities that support personal development of young people. For example, quality assured resources by the PSHE Association.
- Here are some example resources that we would consider using:

Primary	Secondary
Childline - Friends NSPCC – Making sense of relationships ThinkUKnow – Jessie & Friends: Online safety Story – Do you want to be my friend	Childline – Family Relationships University of Exeter - Working out relationships Story – The boy at the back of the class ThinkUKnow – Sexting and E-Safety Brook - Contraception Alice Ruggles Trust – Putting an end to Stalking

9.4 A Whole School Approach

- James Brindley Academy are committed to Relationship and Sex education which is why there is a whole school approach
- We use informal opportunities for learning will also be used as well as formal. For example, talking with pupils about boundaries whilst queuing for lunch.
- Outward facing to develop robust partnerships with parents/carers
- Our Positive Behaviour Policy includes elements of building positive relationships
- Vocabulary and terms are universally used by staff not just in RSE lessons but when support pupils with self-care and medical needs.
- All staff will be involved in training and play a valuable role in supporting pupils understanding of developing and maintaining positive relationships

9.5 Learning for SEND pupils

- Personal Development supports ‘Preparing for adulthood’ outcomes (SEND Code of practice)
- All pupils will cover topics set out in our schemes of work and teachers will approach this by supporting learners to access the knowledge and skills rather than protecting learners from some of the content.
- Learning will be planned and differentiated considering cognitive, age and stage of life, maturity, experience and pupils’ social understanding. Differentiation may include, but not limited to:
 - Pupils needing additional time
 - Work is presented in a different way such as having circle time, roleplay and real-life examples
 - 1-2-1 support on challenging topics
 - Topics being revisited
 - Differentiated seating plans
 - Longer transition in and out of the subject
 - Familiar group and teacher
- RSE education will be framed as part of the skills pupils need for life, and preparing them for adulthood, which helps normalise learning about RSE. Focusing on skills to form healthy friendships and relationships and being part of the community.
- Thrive screening tool is used to identify the gaps in emotional wellbeing and used to adapt delivery of personal development to groups of pupils.

RSE education helps SEND pupils ‘shape personal identity and respecting individual choices and preferences’
Sex Education Forum

9.6 Learning for all

- All young people deserve an education that reflects themselves, their families and celebrates diversity. Our delivery of this education will support pupils and their families in their learning and understanding of RSE.
- Sexual orientation and gender identity is explored within our Personal Development Scheme of work at a timely point.
- Same-sex relationships are included within lessons when discussing healthy and stable relationships.
- We will take a positive approach and not tolerate issues such as everyday sexism, misogyny, homophobia and gender stereotypes.
- We will meet the needs of all pupils within our Personal Development lessons.



9.7 Parent/carer's right to withdraw

- Parents/carer's have the right to withdraw their children from the non-Science components of Sex Education only. Relationship education is compulsory.
- Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record on Arbor. The Principal (or designated member of the Senior Leadership Team) will discuss the request with parents/carers and take appropriate action.
- Alternative work will be given to pupils who are withdrawn from Sex Education.
- Parents can withdraw pupils up until their sixteenth Birthday.

9.8 Pupils' right to opt in

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.
- Pupils who have been withdrawn by their parents have a right to opt back into RSE up to three terms before their sixteenth Birthday.

9.9 Monitoring and Evaluation

- The delivery of RSE is monitored by the Head of Curriculum for Personal Development through the delivery of a set curriculum and part of the Academy's Quality Assurance Cycle.
- Pupils' development in RSE is monitored by Personal Development teachers, through discussion and reported on through reporting process.
- The content is evaluated by pupil focus groups and teacher feedback.
- A question/s on the pupil voice survey will refer to healthy relationships.
- The policy will be reviewed annually by the Senior Leadership Team and Head of Curriculum for Personal Development.

9.10 References

Relationship and sex education guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)



PSHE Association

<https://www.pshe-association.org.uk/statutory-tools>

Brook Charity – sexual health charity

<https://www.brook.org.uk/>

ThinkUKnow – education programme that works to protect children on and offline.

<https://www.thinkuknow.co.uk/>

Stonewall – LGBTQI+ Charity

<https://www.stonewall.org.uk/lgbt-inclusive-education-everything-you-need-know>

Sex Education Forum

Pupils Tips for Teaching Relationships and Sex Education

Before the lesson (Planning)

1. Some pupils prefer a male teacher some prefer a female teacher. Ask before the lesson and make the changes.
2. If possible have more than one member of staff. It makes it less awkward.
3. If it's a mixed group maybe combine point 1 and 2 and have a male and female member of staff.

During the lesson

4. Present the information and have a discussion with pupils, maybe in small groups.
5. Provide breaks in the lesson because it gets awkward and intense.
6. Breaks also provide a chance to use the question box (11).
7. Don't stare at pupils when discussing sex or naming private part of the body.
8. 'We will laugh, don't tell us off, that's silly, laugh with us; it makes it less awkward. Don't do the cross angry face at us. We can't help it!'
9. 'Teachers should try not to worry too much or be uptight.'
10. This is a challenging topic for pupils to talk to adults about so remember plenty of praise for us staying in lessons.
11. Have a question box or anonymous form to make pupil's tricky questions anonymous.

10.0 Policy Review



This policy was initially approved by SLT and Trustees in January 2021 following a consultation process with all stakeholders. In the case of a major review, stakeholders will be consulted with.

This policy will be reviewed annually by SLT and Trustees.