

# Relationships and Sex Education Policy

Agreed by SLT: November 2020

Agreed by Committee: January 2021

Review: January 2024

Signed by:



## Contents

Introduction .....	3
Think Differently .....	3
This policy supports our Vision by working towards the following Missions: .....	3
Vision and values .....	4
Aims of the Policy.....	4
Aims of Relationship and Sex Education .....	4
The Law .....	5
Roles and Responsibilities .....	5
Trustees will:.....	5
Assistant Principal for teaching and learning will: .....	5
Personal Development Head of Curriculum will:.....	5
Teachers, Teaching Assistants, and classroom staff will:.....	6
Training.....	7
Definition.....	7
Delivery of RSE .....	7
Resources .....	8
A Whole School Approach .....	8
Learning for SEND pupils.....	8
Learning for all .....	9
Parent/carer’s right to withdraw.....	9
Pupils’ right to opt in.....	10
Monitoring and Evaluation.....	10
Approval of Policy .....	10
Links to other policies.....	10
References.....	10



## Introduction

Our children and young people are growing up in an increasingly complex world and live 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 their children on many of these matters. James Brindley Academy wishes 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 level 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 aim to equip all pupils with the knowledge and capability to take care of themselves and how to find support if problems arise.

**'Nobody likes RSE lessons but it's kinda important!'**

KS3 pupil

**'It's good it covers relationships and self-respect... You need to make sure it covers feeling comfortable with your own body and body image'**

KS4 Pupil

**'its good we will learn about the relationships ending and topics like divorce...'**

KS4 Pupil

**'I think it's important that we learn about money and how this fits into a relationship... Also, how we can check our bodies for lumps.'**

KS5 Pupil

## Think Differently

This policy supports our Vision by working towards the following Missions:

- **Mission 1:** Delivering a pupil-centred, holistic curriculum which prepares pupils to overcome barriers for life.
- **Mission 2:** Ensuring that all pupils and staff are safe by leading a transparent and ethically driven organisation
- **Mission 4:** Creating an innovative, optimistic, and skilled workforce





## UNICEF Rights of the Child

This policy supports our commitment to the UNICEF Rights of the Child

*Article 36 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.*

*Article 28 (right to education) Every child has the right to an education.*

*Article 21 (adoption)*

*Article 24 (health and health services) Every child has the right to the best possible health.*

## Vision and values

This policy is underpinned by James Brindley Academy's long-term vision and core values that all children and young people have the right to an education that provides them with the skills and opportunity to achieve their potential regardless of their circumstances or medical needs and believe relationship and sex education is a fundamental part of personal development.

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

## Aims 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) *dfe*
- Define relationships and sex education (for secondary education) *dfe*
- Set out subject content, how it is taught and who is responsible for teaching it. *dfe*
- Set out how subject content may be adapted for SEND pupils.
- State how it is monitored and evaluated. *dfe*
- Provide clarity to parents/carers of their rights. *dfe*

## Aims 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.



- Teaching RSE in a pupil centred way and consider the educational stage they are at.

## The Law

- 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](#).
- 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 will 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 (of which RSE is one element).

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

## Roles and Responsibilities

### 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 staffed adequately.

### 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.
- Support 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.

### 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 assure Personal Development lessons delivered.

**Teachers, Teaching Assistants, and classroom staff will:**

- Promote and model positive relationships and feelings linked to relationships.
- Teach relationships and sex education inside and outside of Personal Development Lessons in line with this 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 making choices.
- Help pupils to develop the skills they need to make informed decisions, plan future actions, and present themselves well in all kinds of relationships.
- Maintain appropriate boundaries.
- Answer pupils' questions in an age-appropriate manner
- Pass on any safeguarding concerns to the Designated Safeguarding Lead
- Respond to the needs of individual pupils, including special educational needs and disability (SEND) pupils
- Respond appropriately to pupils whose parents wish them to be withdrawn from sex education.

**'I think it is very important for young people to know about this topic. I have attempted to approach my child about sexual health, but they seem a little embarrassed coming from me. Learning how to practise safe sex is great if learnt in education, therefore I believe this policy is very important.'**

Parent

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.

Guidance for teaching more challenging topics such as Sex education can be found in appendix A. Including advice from pupils on how the topic should be taught.



### 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.

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

### 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.

### 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 are included 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"> <li>• families and people who care for me</li> <li>• caring friendships</li> <li>• respectful relationships</li> <li>• Life cycle of relationships, including how relationships sometimes end</li> <li>• online relationships</li> <li>• being safe</li> </ul>	<ul style="list-style-type: none"> <li>• mental wellbeing</li> <li>• internet safety and harms</li> <li>• physical health and fitness</li> <li>• healthy eating</li> <li>• facts and risks associated with drugs, alcohol and tobacco</li> <li>• health</li> <li>• prevention &amp; risk reduction</li> <li>• basic first aid</li> <li>• changing adolescent body</li> </ul>

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

Relationships	Health
---------------	--------



<ul style="list-style-type: none"> <li>• families</li> <li>• respectful relationships, including friendships</li> <li>• Life cycle of relationships, including how relationships sometimes end</li> <li>• online media</li> <li>• being safe</li> <li>• intimate and sexual relationships, including sexual health</li> </ul>	<ul style="list-style-type: none"> <li>• mental wellbeing</li> <li>• internet safety and harms</li> <li>• physical health and fitness</li> <li>• healthy eating</li> <li>• drugs, alcohol and tobacco</li> <li>• health</li> <li>• prevention &amp; risk reduction</li> <li>• basic first aid</li> <li>• changing adolescent body</li> </ul>
---	--

**Resources**

- Appropriate resources are selected after careful consideration. Guidance is always sought from professional bodies and charities that support the 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 - <a href="#">Friends</a> NSPCC – <a href="#">Making sense of relationships</a> ThinkUKnow – <a href="#">Jessie &amp; Friends: Online safety</a> Story – <a href="#">Do you want to be my friend</a>	Childline – <a href="#">Family Relationships</a> University of Exeter - <a href="#">Working out relationships</a> Story – <a href="#">The boy at the back of the class</a> ThinkUKnow – <a href="#">Sexting and E-Safety</a> Brook - <a href="#">Contraception</a> Alice Ruggles Trust – <a href="#">Putting an end to Stalking</a>

**A Whole School Approach**

- James Brindley Academy is committed to Relationship and Sex Education which is why there is a whole school approach
- 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.
- The Positive Behaviour Policy includes elements of building positive relationships.
- Vocabulary and terms are universally used by staff not just in RSE lessons but when supporting pupils with self-care and medical needs.
- All staff will be involved in training and play a valuable role in supporting pupil understanding of developing and maintaining positive relationships.

**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 is not limited to:
  - Pupils needing additional time
  - Work is presented in a different way such as having circle time, role play 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. It will focus 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 the 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

## 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 are 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, misandry, homophobia and gender stereotypes.
- We will meet the needs of all pupils within our Personal Development lessons.

## Parent/carer's right to withdraw

- Parents/carers have the right to withdraw their children from the non-Science components of Sex Education only. Relationship Education is compulsory.
- Requests for withdrawal must be put in writing and addressed to the Principal. A copy of the withdrawal request 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 to ensure parents/carers understand the implication of their request.



- Alternative work will be given to pupils who are withdrawn from Sex Education.
- Parents/carers can withdraw pupils up until their sixteenth Birthday.

## **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/carers have a right to opt back into RSE up to three terms before their sixteenth Birthday.

## **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 the JBA 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 every 3 years by the Senior Leadership Team and Head of Curriculum for Personal Development.

## **Approval of Policy**

- This policy will be approved by SLT and Trustees following a consultation process with all stakeholder.
- The policy will be reviewed every 3 years.

## **Links to other policies**

- Positive Behaviour Policy
- Equalities Policy
- Curriculum Policy/Intent?

## **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>



## 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.

## Instructional Planner

### Relationships, Health, Living in the Wider World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Welcome to School	People who care for us	Healthy Friendships	Our Health	We all have feelings	Managing our time safely online: Jessie & Friends 1 Watching videos
	Emergencies and getting help	Rights Responsibilities and respect	Our bodies and boundaries – NSPCC PANTS	Healthy Food Choices	Good and not so good feelings	
Year 2	Respecting Uniqueness	Everyday Safety	Learning About Work	Sharing photos online: Jessie & Friends Sharing pictures 2	Jessie & Friends Playing games 2	Keeping Our Teeth Clean
	Our communities	Basic First Aid	Horrible Hands	Online interactions and information sharing: Jessie & Friends Playing games 1	Big Feelings	
Year 3	World of Work	Road Safety	Physical Activity	The internet and everyday life. Turn off Let's Play	Expressing Feelings	Sun Safety
	Spending and Saving Money	Teamwork Skills	Everyday drugs	Everyday feelings	Strategies to support wellbeing	
Year 4	What makes a good friend	Resolving conflict and managing pressure	Money choices	Safely enjoying the online world. Play, like, share 1 – Alfie	Play, like, share 3 – Fans	The environment
	Respecting Others	Everyday safety and basic First Aid	Volunteering and citizenship	Keeping personal information private. Play, like, share 2 – Magnus	Managing Feelings	
Year 5	A diverse community	Illness	Puberty 1 – bodies and reproduction	Online content	Mental health and keeping well	Risk & peer pressure
	Respectful relationships	Nutrition & healthy eating	Puberty 2 – body changes	Online contact	Managing challenge and change	
Year 6	Different types of families	Keeping your body safe 1	Spending decisions	Online friendships and keeping safe. Share Aware 1- Alex	Social Media	Changing schools
	Healthy / harmful relationships	Consent - Keeping your body safe 2	Exploring risk in relation to gambling	Skills for using the internet safely. Share Aware 2 – Lucy	Feelings and common anxieties when changing schools	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle 1</b>	Puberty FGM	Enterprise	Introduction to careers and aspirations	Forming positive relationships	Attitudes to mental health	Attitudes to money and financial habits - money personalities
	Smoking	Enterprise	Diversity, discrimination, tolerance & kindness	Bullying and Cyberbullying	Strategies to support wellbeing	
<b>Cycle 2</b>	Exploring personal strengths for employment	Healthy behaviours and relationships	Social media & digital literacy	Alcohol	Promoting emotional wellbeing 1	What's important for your health
	Basic Life support	Sexual identify & gender stereotypes	Body image in the digital world	Drugs	Promoting emotional wellbeing 2	
<b>Cycle 3</b>	The journey to your career	Consent	Contraception	Sexual exploitation - CSE	Unhealthy coping strategies	Sex and the media including pornography
	Different types of relationship	Sex and the law	STIs	Youth produced sexual imagery	Healthy coping strategies	
<b>Year 10</b>	New challenges	Budgets and debt?	Recognising skills for success in the workplace	Sex pressures and risk taking behaviour	Pregnancy Choices	Reforming negative thinking
	New challenges	Gambling behaviours and managing impulsivity?	Writing a successful CV	Relationships and equality	Roles and responsibilities of parents	Post Key stage 4 options
<b>Year 11</b>	Exam stress Recognising mental ill health & when to get help	Careers	Dangerous friendships	Identifying harmful sexual behaviours	Forced marriage and honour based violence	
	Promoting emotional wellbeing	Understanding and managing debt	Social and emotional risks – drugs ??	Online harmful behaviours	Healthy choices and responsibilities	
<b>Year 12</b>	Tailoring your CV and using networks	Testicular cancer - Movember	Relationship values and intimacy	Gangs and personal safety	Managing Stress	Healthy Eating on a budget
	Online body image	Cervical screening and HPV	Sexual health and accessing services	Exploring extremism	Strategies to support wellbeing	

James Brindley RSE Policy



<b>Year 13</b>	Managing life online	Consent 2	Finances and the world of work	Support networks	Managing risks in adulthood	
	Volunteering and citizenship	Relationship abuse	Understanding workplace expectations	Self-harm, myths and facts	Living independently	