

Buckler's Mead Academy



Policy Document

Relationship & Sex Education Policy

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1. Rationale and Ethos

At Buckler's Mead Academy, we believe that effective Relationships and Sex Education (RSE) is essential if our students, as they grow, are to make responsible and well informed decisions about their lives. It contributes to promoting the spiritual, moral, social, cultural, emotional, mental and physical development of our students, preparing them for the opportunities, responsibilities and experiences of adult life.

We believe RSE should not be delivered in isolation, but be firmly rooted in our Personal Development programme, supplemented by Science and other subjects of our taught curriculum.

1.1. Definitions

RSE is about the emotional, social and cultural development of students, 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 is not about the promotion of sexual activity.

1.2 Aims and Objectives

At Buckler's Mead Academy we are committed to providing robust and effective RSE teaching and content which enables us to meet our responsibility relating to the safety and welfare of the students in our care. Our curriculum is planned to:

- Give our students the information they need to help them to develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- Cover contraception, developing intimate relationships and resisting pressure to have sex.
- Teach what is acceptable and unacceptable behaviour in a relationship.
- Help students to understand the positive effects relationships have on their health and well-being, including mental health.
- Empower students to recognise when a relationship is not right and understand how such situations can be managed.
- Help students to manage conflict through self-respect and respect for others, commitment, tolerance and boundaries and consent.
- Provide factual knowledge around sex, sexual health and sexuality, in the context of relationships.
- Ensure that students understand that the same expectations of behaviour apply in all contexts, including online

2. Roles and Responsibilities

Directors

The Directors will approve the RSE policy and hold the Head teacher to account for its implementation.

Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school. The Head teacher, supported by the senior leadership team will oversee parental requests to withdraw their child from sex education. (Please see section 3.1)

Teaching staff

Teachers will deliver the content in a sensitive way, modelling positive attitudes to RSE.

3. Legislation (statutory regulations and guidance)

The Health Education and Relationships and Sex Education (RSE) aspects of PSHE (personal, social, health and economic) education will be compulsory in all secondary schools from September 2020. The Department for Education published statutory guidance for Health Education, Relationships Education and RSE in June 2019. This covers broad areas of particular relevance and concern to children and young people today. It should ensure that every pupil is guaranteed a PSHE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships).

The statutory guidance outlines what schools must cover in PSHE from 2020. The Department for Education (DfE) says: 'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'.

The statutory guidance can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/781150/Draft_guidance_Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education2.pdf

3.1 Parental Right to Withdraw

Following discussion with the school, parents can withdraw their child from the 'sex' elements of RSE.

Parents do not have a right to withdraw their child from Health, Relationships or any other aspect of PSHE education.

There is no right of withdrawal from National Curriculum science which includes elements of sex education such as puberty and reproduction.

Three terms before they turn 16, a student can opt back in to sex education lessons against their parents' wishes. The school has a duty to provide sex education during one of the remaining three terms.

Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. Parents wanting to exercise this right should put their request in writing addressed to the head teacher, who will explore their concerns. In accordance with statutory guidance, if the parents still wish to withdraw their child after these discussions they may do so, up until three terms before the child turns 16.

4. Curriculum Design

From September 2020, students in years 7 to 10 will have one hour of Personal Development lessons timetabled a cycle (fortnight). From September 2021, this will include all year 11 students. In addition to this provision, weekly Thought for the Week sessions during tutor time, and assembly themes will cover broader PSHE themes that may cover elements of relationship education.

Appendix 1 is the Personal Development Curriculum Summary, which details the themes and lessons taught in Personal Development lessons in each term.

As recommended by the PSHE Association, the curriculum covers three thematic areas:

1. Health and Wellbeing
2. Living in the Wider World
3. Relationships

All three of these thematic areas will contribute to the emotional, social and cultural development of students, and support learning about relationships, sexuality, healthy lifestyles, diversity and personal identity. Sexual health will be taught within the Relationships modules, and using specialist provision in “off timetable sessions”.

Buckler’s Mead Academy will ensure that all of their teaching is sensitive and age appropriate in approach and content. There is flexibility in the delivery of the curriculum to ensure that it is sensitive to meeting the needs of our own students. The curriculum has been designed as a “spiral” approach, where students may revisit topics to develop understanding at a more age appropriate level.

RSE content is taught across the curriculum, specific online safety aspects are covered in computing and some aspects of first aid are taught in physical education.

5. Provision and Delivery

PSHE and RSE is taught within the Personal Development curriculum. The lessons are delivered by a team who are skilled and feel comfortable in delivering this topic. Members include experienced teachers, health professionals and other visiting speakers. Biological aspects of RSE are taught within science.

5.1 Equal Opportunities

In presenting information about health and sexual matters we will try to ensure that the different rates of physical and emotional development amongst students of the same year are considered. Questions from individual students will be handled sensitively.

We will be aware of different religious and cultural views and in our use of resource material we will attempt to present a balanced view.

Students may have special educational needs or disabilities which result in particular RSE needs. Delivery of RSE will be differentiated where necessary to address the needs of these students and enable them to access the content of RSE.

In order to ensure that the needs of all students are appropriately met and to ensure that all students are taught the importance of equality and respect, Buckler's Mead will ensure that we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

5.2 Safe and Effective Practice

The personal beliefs and attitudes of teachers will not influence their teaching of SRE.

All staff teaching SRE will set ground rules in their classes. For example:

- No one (teacher or student) will have to answer a personal question
- No one will be forced to take part in a discussion
- The only language used will be easily understood and acceptable to everyone in the class
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way.

Students will be involved in the negotiation/setting of these rules. Distancing techniques will also help to avoid the inappropriate disclosure of information. These may include case studies, role play and speaking in the third person.

We have a variety of strategies for dealing with difficult questions. For example:

- Sensitive issues will be handled by pre-identifying the sensitivities with the class, carefully structured lessons and signposting mechanisms for internal and external support.
- Pupils will be able to raise questions anonymously through the use of a question box, or other appropriate technique.
- If a question is too explicit or is inappropriate, the teacher will attend to it later, on an individual basis and a decision will be taken whether or not to inform the child's parents/carers;
- If a child makes a disclosure that causes the teacher concern then they should follow child protection procedures established within the county and outlined for the organisation within its Child Protection Policy and practices

5.3 Moral Framework

Students will be taught RSE within a framework which models and encourages the following values:

- Being honest with themselves and others
- Developing a critical awareness of themselves and others
- Learning to show tolerance, understanding, respect and care for others
- Acknowledging the rights, duties and responsibilities involved in sexual relationships
- Developing an awareness and belief in one's own identity
- Having a positive attitude towards the value of stable relationships for the upbringing of children
- Acknowledging and understanding diversity with regard to religion, culture and sexual orientation
- Having self-discipline regarding their sexuality.

6. Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy following the Child Protection and Safeguarding Policy and Practice.

Visitors/external agencies which support the delivery of RSE will be required to provide an up to date enhanced DBS document, or the school will complete a Volunteer Risk Assessment. External agencies will only be booked subject to complete review of the resources and session, and satisfactory references or recommendations. Only professional organisations will be invited to deliver sessions during Personal Development sessions, and a member of school staff will be present at all times. All visitors to lessons will be booked and approved by the Head of Personal Development, and as appropriate, parents may be informed.

7. Engaging Stakeholders

7.1 Parents

Please read in conjunction with section 3.1 Parental Right to Withdraw

Parents will be informed about the policy through an annual RSE information letter, and the policy will be available through the school website. We are committed to working with parents and carers, and will ensure that they are fully aware of what is being taught and provide additional resources and support through annual RSE information evenings.

RSE information evenings will happen in advance of RSE teaching in the curriculum, and will include the opportunity for parents to view the materials and resources.

We will notify parents of RSE information evenings, and when RSE will be taught by letter, that is year group specific. These letters will detail the subjects covered and signpost additional resources and sources of support.

7.2 Students

Student voice meetings will be used to review and tailor our RSE and Personal Development programme to match the needs of the pupils. The annual student safety survey will also illicit student views of Personal Development and RSE topics, and support ongoing improvement planning.

7.3 Staff

The Head of Personal Development will pro-actively work with members of other departments to review RSE provision both in lessons and across the curriculum, and will support students in making explicit links in knowledge, skills and understanding across these sessions.

8. Monitoring, Reporting and Evaluation

Monitoring, assessment and evaluation of RSE will be an on-going process. Teachers will critically reflect on their work in delivering RSE through evaluation and review opportunities in department meetings, and as part of the ongoing School Improvement Cycle.

External agency provision will be reviewed by the Head of Personal Development, and through student feedback. External provision will only be booked following a review of the provision and content by the Head of Personal Development, and through established and recommended agencies.

Each lesson will have a review opportunity, allowing students to reflect on their learning, and the annual student safety survey will allow for evaluation of the full Personal Development programme, and subsequent updates.

9. Policy Review and Dissemination

The PSHE policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance. This policy will be reviewed annually, by the Assistant Head for Personal Development, and approved by the Directors.

This policy has been made available to all members of staff and parents through the school website.

10. Additional Information

Relationships, sex and health education: guides for parents – Gov.uk

https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools?utm_source=4e32b008-7c1e-40eb-b0ee-d3d05e10d9a7&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

11. Links to other policies

Child Protection and Safeguarding Policy and Practice SPOL/BSA1117/003

PHSE policy

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Appendix 1: Personal Development Curriculum Summary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Theme	Health and Wellbeing	Living in the Wider World	Relationships	Health and Wellbeing	Relationships	Living in the Wider World
Year 7	Transition and safety <ol style="list-style-type: none"> 1. Anti social behaviour 2. Personal safety 3. Managing emotions 	Developing skills and aspirations <ol style="list-style-type: none"> 1. The world of work and what is a career 2. Gender stereotypes and equality of opportunity 3. Qualities and characteristics for careers 	Diversity <ol style="list-style-type: none"> 1. British Identity 2. Prejudice, discrimination and stereotypes 3. Bullying 	Health and puberty <ol style="list-style-type: none"> 1. Healthy lifestyle choices 2. Caffeine, smoking and alcohol 3. Puberty and consent 	Building relationships <ol style="list-style-type: none"> 1. Healthy relationships 2. Media stereotypes and social media 3. Friendship 	Financial decision making <ol style="list-style-type: none"> 1. Banks accounts, savings and loans 2. Different types of loans and mortgages 3. Tax, pensions and contributions
Year 8	Drugs and alcohol <ol style="list-style-type: none"> 1. Legal and illegal drugs (including energy drinks) 2. Risks of legal drugs 3. Social norms and attitudes/peer pressure/consequences 	Community and careers <ol style="list-style-type: none"> 1. What makes a good colleague 2. Career and life choices 3. Investigating career choices 	Discrimination <ol style="list-style-type: none"> 1. Respect for themselves and others 2. Law about sex, sexuality, sexual health and gender identity (human sexuality) 3. Discrimination in all its forms 	Emotional wellbeing <ol style="list-style-type: none"> 1. Mental health and emotional wellbeing 2. Body image 3. Growth mindset and positive affirmations 	Identity and relationships <ol style="list-style-type: none"> 1. Selfies 2. What makes a successful marriage/committed relationship 3. 3. Age of consent and what consent is, delaying sexual activity 	Digital literacy <ol style="list-style-type: none"> 1. Online safety 2. Media reliability 3. Online gambling
Year 9	Peer influence, substance use and gangs <ol style="list-style-type: none"> 1. Being assertive 2. Substance misuse 3. Gang exploitation 	Setting goals <ol style="list-style-type: none"> 1. Learning strengths and interests (target setting) 2. Career goals 3. GCSE Options 	Respectful relationships <ol style="list-style-type: none"> 1. Acceptable and unacceptable behaviour in relationships 2. When relationships are not right – how situations can be 	Healthy lifestyle <ol style="list-style-type: none"> 1. Diet 2. Exercise 3. First aid 	Intimate relationships <ol style="list-style-type: none"> 1. Developing intimate relationships 2. Resisting pressure to have sex (and not applying pressure) 	Employability skills <ol style="list-style-type: none"> 1. STEM careers 2. Employability skills 3. Online presence and interview skills

			<ul style="list-style-type: none"> 3. managed 3. Positive effects of relationships on mental wellbeing 		<ul style="list-style-type: none"> 3. Delaying sexual activity and Contraception 	
Year 10	Mental health <ul style="list-style-type: none"> 1. Mental health and ill health and removing stigma 2. Growth mindset and positivity 3. Dealing with stress and anxiety 	Financial decision making <ul style="list-style-type: none"> 1. Finance tax and payslips 2. Debt 3. Ethical decisions 	Healthy relationships <ul style="list-style-type: none"> 1. Human sexuality 2. Reasons for delaying sexual activity 3. Choices permitted by law around pregnancy 	Exploring influence <ul style="list-style-type: none"> 1. What makes a good role model 2. Social media reality 3. Influence and impact of drugs and gangs 	Addressing extremism and radicalisation <ul style="list-style-type: none"> 1. FBV – what makes us British? 2. Tolerance and community cohesion 3. Extremism 	Work experience <ul style="list-style-type: none"> 1. Employment Law 2. Preparation for work experience 3. Evaluation of work experience
Year 11	Building for the future <ul style="list-style-type: none"> 1. Stress and exam anxiety 2. Revision techniques (2) 	Next steps <ul style="list-style-type: none"> 1. Different high education courses and establishments 2. Application processes – CV and letters of applications 3. Interview skills 	Communication in relationships <ul style="list-style-type: none"> 1. Assertive communication 2. Abusive relationships 3. Managing conflict and disagreements 	Independence <ul style="list-style-type: none"> 1. Making responsible health choices (drugs, alcohol) 2. Safety in social situations 3. Financial planning and budgeting 	Families <ul style="list-style-type: none"> 1. Different families and parental responsibilities 2. Pregnancy 3. Marriage, forced marriage and changing relationships 	
Curriculum Enrichment Events	Year 7 and 10 “Boot Camp” Year 10 Mental Health First Aid	Year 11 Post 16 Options Event Year 8 First Aid Sessions	Year 11 Revision Skills	Whole School – Wellbeing Week	Year 9 Relationships Day	Year 10 WEX Year 9 Jobs Race