



**BREDON HILL ACADEMY**  
**RELATIONSHIPS AND SEX EDUCATION POLICY**

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Audience: Staff Share, Governors Website

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## **Introduction**

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.

Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At Bredon Hill Academy, in both KS2 and KS3, RSE is centred on personal safety, caring for others and building strong family relationships. At KS3, this is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. RSE at Bredon Hill Academy is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships. RSE at Bredon Hill Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All maintained secondary schools (Years 7 & 8 at Bredon Hill Academy) must provide Relationship, Sex and Health Education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

## **Aims**

The aims of relationships and sex education (RSE) at our school are to:

Provide a framework in which sensitive discussions can take place

Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Help pupils develop feelings of self-respect, confidence and empathy

Create a positive culture around issues of sexuality and relationships

Teach pupils the correct vocabulary to describe themselves and their bodies

## **Legislation**

We are required to teach RSE as part of statutory guidance that states from September 2019, all schools must deliver relationships and sex education in secondary schools.

The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

### **Statutory requirements:**

#### **KS2 (Year 6):**

In KS2 (Year 6) we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Bredon Hill Academy, we teach RSE as set out in this policy.

#### **KS3 (Years 7 & 8):**

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

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.

At Bredon Hill Academy we teach RSE as set out in this policy.

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance June 2019

- o Education Act (1996)
- o Learning and Skills Act (2000)
- o Education and Inspections Act (2006)
- o Equality Act (2010),
- o Supplementary Guidance SRE for the 21st century (2014)
- o Keeping children safe in education – Statutory safeguarding guidance (2016)
- o Children and Social Work Act (2017)

## **Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about Relationships and Sex Education in June 2019.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **Every Child Matters (ECM) & Spiritual, Moral, Social and Cultural**

The delivery of RSE at Bredon Hill Academy is underpinned by the following moral and value statements: The delivery of RSE is factual, sensitive and balanced.

RSE within the school promotes meaningful, loving, and healthy relationships.

Whilst delivering RSE staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.

The teaching of RSE at Bredon Hill Academy is in line with outcomes outlined within the ECM framework, specifically, “Be Healthy” & “Stay Safe”.

## **Parents’ right to withdraw**

### **KS2:**

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/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing and addressed to the Headteacher

### **KS3:**

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/non-science] components of sex education within RSE. Requests for withdrawal should be put in writing to the Headteacher.

In both KS2 and KS3, a copy of withdrawal requests will be placed in the pupil’s educational record. The Headteacher will and PSHE lead will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

## **Roles and responsibilities**

### The Local Governing Body

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

### The Headteacher

The Headteacher 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 (see section 8).

### Staff

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Teachers responsible for teaching RSE at Bredon Hill Academy are Claire Matthews, PSHE Lead, Sally Huntly, Keith Bailey and Kirsty Griffin – Science Department.

## **Curriculum**

Our curriculum is set out in the PSHE section of our website. We may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

## **Training**

Staff are trained on the delivery of RSE and it is included their continuing professional development.

## **Monitoring arrangements**

The delivery of RSE is monitored by the Senior Leadership Team and Lead Governor through:

Academic reviews, observations and book trawls.

Pupils' development in RSE is monitored by Claire Matthews, PSHE Coordinator as part of our internal assessment systems.