



BREDON HILL ACADEMY
RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

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Introduction and the Relationships, Sex and Health Education at Bredon Hill Academy

Rationale

This policy covers our school's approach to Relationships and Sex Education. It has been developed in response to the Sex and Relationship Education Guidance DfES 2000 and further updated following the 2019 DfE Education, Relationships and Sex Education (RSE) and Health Education guidance. The Department of Education requested that by September 2021, relationships education was to become compulsory in all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. We must provide RSE to all our secondary-aged pupils as per section 34 of the Children and Social work act 2017. This policy has been developed in consultation with staff, pupils and parents.

This Relationships, Sex and Health Education (RSHE) Policy therefore applies to all pupils at Bredon Hill Academy (KS2 & KS3). It has been closely planned alongside our existing whole school PSHE curriculum and also the Department for Education's latest statutory guidance on delivering RSE. We fully believe that RSE is an important element for our pupils as we know that our pupils and parents request an education that continues to reflect the realities of growing up in modern society, whilst equipping them with the skills so that they can enjoy safe and respectful relationships. BHA will continue to review and update this policy in response to any further guidance.

Definition

- RSE is about the emotional, social and cultural development of students and involves learning about relationships, 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, sexual orientation or a specific sexual identity.

The RSHE Curriculum

Relationships & Health Education will be embedded throughout the whole school PSHE curriculum as well as the relevant parts of the science curriculum and the computing curriculum. Pupils will be given the opportunity to learn:

- how to develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- how to have the confidence and self-esteem to value themselves and others;
- the emotional, social and physical aspects of growing up using accurate and factual terminology to support this;
- how to establish and maintain positive relationships with each other both on and offline;

Further -

- the definition of consent will be introduced in Year 6, which primarily focuses on educating pupils about the respect for personal decision-making, permission-seeking and personal privacy. This will then progress to an introduction to the term 'sexual consent' in Year 7 & 8 (KS3).

- how to communicate respectfully and responsibly online, with specific attention given towards educating pupils about how the sharing of personal information online can be linked to the theme of consent and wider e-safety.

- the concept of privacy and how to report concerns about abuse, knowing what sources of help are available to support them;

- the characteristics of a healthy and stable family life and how different family types can be formed.

The aim of Relationships, Sex and Health Education is to provide balanced factual information about sex and sexual health, together with consideration of the broader emotional, ethical and moral aspects. Issues of consent will underpin all lessons on relationships and will be explored in practical terms.

Our KS3 RSHE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- have the confidence and self-esteem to value themselves and others'
- have respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the meaning of and laws around consent.
- understand the legal position regarding 'sexting'.
- understand the necessary ingredients of healthy relationships and recognise the warning signs of exploitation and abuse.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, homophobia and transphobia and promote equality and diversity.

understand of the importance of keeping safe in online relationships, applying the same principles to these relationships as to face-to-face interactions and acquiring the skills necessary to critically consider online friendships and the information that is shared.

understand the influence of social media on relationships.

- understand the reasons for having protected sex, how to have protected sex and how different types of relationships might require different forms of protection.

- have sufficient information and skills to protect themselves and, when they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
- be aware of sources of help and acquire the skills and confidence to access support necessary.

Sex education & rights to withdraw

In the 2020 Government guidance, the DfE continues to recommend that all schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

The guidance continues:

'Schools are to determine the content of sex education at primary school. Sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'

And for senior school pupils, states:

'Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.'

(DfE, February 2020)

Relationships education, health education, science and sex education combine to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. The parental right to withdraw their child(ren) from RSE is as follows:

- Parents will **not** be able to withdraw their child from relationships education in KS2 or KS3.
- Parents will be able to withdraw their child from KS2 classes which address sex education (non-statutory/non-science components) - i.e. those that do not sit within the relationships education curriculum.
- At KS3 level, parents will be able to withdraw their child from sex education (non-statutory/non-science components).

Requests for withdrawal should be put in writing to the Head Teacher. The Head Teacher and PSHE Lead will discuss the request with parents and take appropriate action. Alternative work will be given to withdrawn pupils.

In good time, and prior to the delivery of a sex education session, parents and carers will be notified by the relevant Head of PSHE to outline the session's content and aims. Teaching material will be appropriate to the age and emotional maturity of the pupils concerned and the lessons will be presented in an objective, balanced and sensitive. The material and further advice for parents and carers will be available on request to support any subsequent conversations that take place at home.

Inclusion

When teaching relationships education and RSE, we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will comply with the relevant provisions of the Equality Act 2010.

Students with Special Needs

We will ensure that all young people receive relationships and sex education and we will offer provision appropriate to the needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation and, in line with guidance from the Department of Education, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationships and sex education is relevant to them

Roles and responsibilities

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

RSHE lessons are delivered by the PSHE department. Elements of RSHE will also be taught by the science department and computing department. Health elements of the curriculum will also be taught in food technology and PE curriculums.

Monitoring and Evaluation of Relationships and Sex Education curriculum

The Senior Leadership Team will oversee and organise the monitoring and evaluation of the Relationships and Sex Education in the context of the overall school plans for monitoring the

quality of teaching and learning. The Curriculum Committee of the governing body reviews and approves this policy every two years.

Safe and effective practice with RSE

Pupil-based discussion is a key element in assessing the pupil impact of an RSHE session. Pupil questions are welcomed and encouraged, however it is made clear that no-one should feel compelled or pressurised into asking or revealing any further personal information that they do not feel comfortable with. The answers that are provided by the relevant member of staff should always remain age-appropriate, factual and objective. Pupils will also be given the opportunity to ask questions anonymously and this will be facilitated by the member of staff in charge of the session.

The nature of PSHE and RSE may mean that sensitive questions are occasionally asked. Wherever possible, the curriculum planning provides further guidance and support in helping staff to address these areas. Should there be a disclosure of a child protection issue, then the member of staff in charge of the session will immediately consult the designated safeguarding lead and follow the necessary protocols set out in our safeguarding policy. Should any external visitors/agencies be invited in to lead on an RSHE session, then the member of staff hosting the event is required to notify the relevant member of the leadership team the visit who will first need to undertake the necessary safeguarding checks.

Engaging stakeholders

We are committed to working with parents and carers to ensure that RSHE remains transparent and relevant to the safeguarding and wellbeing of all our pupils. This policy has been developed in consultation with staff, parents and pupils. The consultation and policy development process involves the following steps:

Review – a review by the PSHE Lead of all the relevant information including national and local guidance.

Staff consultation – all staff are given the opportunity to look at the policy and make recommendations.

Parent/stakeholder consultation – parents/carers will be invited to attend a meeting about RSHE at Bredon Hill Academy every two years.

Pupil consultation – use of pupil voice questionnaires in PSHE lessons.

This policy will be available on our school website for parents/carers for reference.

It is through effective communication between all stakeholders that our PSHE and RSE programme will continue to have the most effective impact on our pupils. All parents/carers are invited to get in contact with the PSHE Lead should they wish to seek further clarification, advice or ask any further questions about the RSHE programme.

Monitoring, reporting and evaluation of pupil progress

The most appropriate model for assessing pupil progress in PSHE is through 'ipsative' assessment. This is where a pupil's own starting point is the benchmark against which any further progress is then measured. The following methods denote the key ways in which our RSHE & PSHE provision continues to be monitored regularly throughout the school:

- Individual exercise books for pupils to record their thoughts and reflections and document their progress.
- Teachers will use assessment for learning strategies before RSE sessions (e.g., questionnaires, group discussions or mind-maps) to gather an idea of what pupils know and what needs to be addressed. As well as testing existing knowledge, this acts as an opportunity for pupils to highlight any areas they believe need to be covered to allow sessions to be tailored to the cohort's needs, as well as covering essential basics.
- Following the RSE sessions, pupils may complete a brief assessment of their knowledge of the content delivered to demonstrate progress and understanding. This also offers pupils the opportunity to provide feedback on the sessions delivered and highlight any areas that they felt were missing.
- Pupils will receive a report on their attitude to learning and progress as in other subjects.
- Academic reviews of PSHE, science and computing curriculums.
- Pupil feedback – pupil voice questionnaires delivered in PSHE lessons.
- Learning walks by SLT and PSHE/science teachers to monitor and further support staff in the delivery of RSE.
- Staff analysis and feedback during subject department meetings.
- Parent/carer feedback and information - conversations, emails, newsletter, ongoing dialogue.

Child Protection and confidentiality

Bredon Hill Academy is committed to safeguarding the welfare and protection of pupils. We follow Department for Education guidelines on the recruitment and checking of staff. The school has a child protection policy which is available on request. It is the responsibility of the school to support young people but no individual member of staff should guarantee a child absolute confidentiality. Young people should be made aware that 'confidences' may be shared among parents and key staff in the school (e.g. the designated safeguarding lead) if that is seen to be beneficial for the young person's well-being and/or the teacher's ability to deal with the issue. Young people should be made aware that under the Children Act 1989, adults may do what is reasonable in all the circumstances of the case for the purpose of safeguarding or promoting the child's welfare.

Curriculum overview

Our curriculum overview can be located and viewed on PSHE curriculum page of our school website.

Every Child Matters

The teaching of RSHE at Bredon Hill Academy is in line with outcomes outlined within the Every Child Matters framework.