

Relationship and Sex Education Policy



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Contents

1. Overview	Error! Bookmark not defined.
2. Rationale	Error! Bookmark not defined.
3. Moral and values framework.....	Error! Bookmark not defined.
4. What is relationship and sex education?	Error! Bookmark not defined.
5. Aims and objectives.....	Error! Bookmark not defined.
6. Delivery of RSE	Error! Bookmark not defined.
7. Assessment and evaluation of learning and teaching	Error! Bookmark not defined.
8. Specific issues within RSE	Error! Bookmark not defined.
9. Partnerships with Parents and Carers.....	Error! Bookmark not defined.

1. 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, gender identity and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support students to make safe choices and safeguard themselves against risk by recognising unhealthy relationships, youth produced sexual images (YPSI), sexual harassment and sexual violence and understanding how to report these effectively.

Teaching will be personalised in the approach taken to meet students' needs and learning styles.

2. Statutory requirements

At Bright Minds Creative Academy, we teach RSE as set out in this policy, and provide RSE to all pupils as per the Children and Social Work Act 2017. In teaching RSE, we must have regard to the guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. We follow the statutory requirements set out in Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department of Education, 2019 and Keeping Children Safe in Education, 2024.

3. Policy development

This policy is reviewed at least annually, and we welcome input from parents and carers. We will inform parents and carers of the RSE programme at the start of the academic year, as part of the information about what their children will be learning.

4. 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 is not about the promotion of sexual activity.

5. Curriculum

Content of RSE in the curriculum

Bright Minds Creative Academy delivers Relationship and Sex Education through its PSHE programme, supported by additional sessions run in tutor times and through intervention programs.

The focus for Bright Minds RSE curriculum is to support learners to develop healthy relationships, respect others rights, stay safe and know where to seek health advice. Although the physical aspects of puberty and reproduction are also included.

The Science curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. Ground rules also aim to ensure that any peers in the lesson respond to these sensitive issues respectfully, this is modeled by all staff present.

When pupils ask questions, we aim to answer them honestly within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the developmental stage of all pupils, the question may be dealt with individually at another time.

KS3

At KS3 RSE focuses on giving learners the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Consent
- Gender and sexual identity
- Online media, including pornography, sexting and youth produced sexual images
- Sexual harassment and assault
- Being safe
- Intimate and sexual relationships, including sexual health and contraception.

KS4

RSE at KS4 develops on previous learning and supports learners to make safe choices as they move towards adulthood:

- Respectful relationships, including friendships
- Gender and sexual identity
- Consent
- Online media, including pornography, sexting and youth produced sexual images
- Sexual harassment and assault
- Being safe
- Intimate and sexual relationships, including sexual health and contraception

- Relationships and sex expectations
- Abortion and the law

KS5

RSE at KS5 includes:

- Respectful relationships and recognising abuse
- Consent
- Gender and sexual identity
- Online and media, including pornography, sexting and youth produced sexual images
- Sexual harassment and assault
- Being safe and sexual health
- Intimate and sexual relationships, including sexual health and contraception
- Abortion and the law
- Fertility, pregnancy

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Who delivers RSE and how:

Teaching/delivery staff generally deliver the RSE Curriculum but at times are supported by external professionals where appropriate.

Tutors work closely with their pupils over a number of years delivering RSE topics within tutor times. Due to being aware of each child's individual circumstances, this allows for more targeted learning and helps re-enforce learning delivered within the RSE curriculum.

More expert or specialist teachers support teachers around certain aspects of the curriculum. Support is offered by the Deputy Head Teacher who supports with planning/delivery of lessons and external professionals support where required.

6. Assessment and evaluation of learning and teaching

Resources are provided by the subject coordinator at each site/provision, in collaboration with other key staff and are regularly reviewed for age and content suitability.

Formal assessment is carried out on a half termly basis as part of the PSHE assessment cycle, with additional summative/formative assessment in lessons and reports from intervention work.

Assessment in RSE/PSHE education is especially important to evidence the progress of pupils with SEND and in order to identify future needs. This assessment may also identify risks to and vulnerabilities of the pupil, where there is a lack of understanding of RSE/PSHE issues, to which a safeguarding response would be appropriate. For some pupils this may entail very small steps which are consolidated and reinforced by re-visiting their original learning.

Other pupils may be able to progress managing increasing levels of challenge. The most meaningful model of assessment in RSE/PSHE education, especially for pupils with SEND, is ipsative assessment in which a pupil's own starting point is the benchmark against which progress is measured, rather than the performance of others or the requirements of an exam syllabus. This gives us the following model for assessing learning in PSHE education:

A) BASELINE ASSESSMENT

Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').

B) ASSESSMENT for LEARNING (AfL)

Build AfL into the lesson(s) to gauge understanding, adopt teaching, promote, and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini plenaries between activities and feedback to students.

C) ASSESSMENT of LEARNING (AoL)

At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

Assessment also involves:

- Peer assessment
- Self-assessment
- Teachers delivering RSE constantly evaluate their lessons to inform future planning.

Assessment of RSE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

7. Parents' right to withdraw

Parents have the right to withdraw their child from part or all of the sex education delivered as part of RSE unless the school feels there are 'exceptional circumstances'. This right applies until three terms before the child turns 16, after which the decision will rest with the child.

Any parent wishing to withdraw their child should contact a senior teacher or head of department who will be happy to discuss concerns.

If a learner is withdrawn from the sex education element of RSE, they will be provided with meaningful alternative education.

Parents should note that they do not have the right to withdraw their child from the relationships or health aspects of the curriculum, or those aspects of development covered by the science curriculum.

8. Parents' right to view resources

Following an announcement from the Secretary of State for Education on March 2023, parents and carers have the right to view the resources that will be used to teach their children in school. This is to ensure that students can continue these supportive conversations at home. Parents are welcome to access the resources used by contacting a senior teacher or head of department.

If parents require resources to support them in conversations, they may find the following useful:

Sex Education Forum's 'Talk to your child about sex & relationships: support for parents' factsheet 31(2003): <http://www.ncb.org.uk/media/183635/talk-to-your-children.pdf>

The PSHE Association's resources for parents: http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461

9. Confidentiality, controversial and sensitive Issues

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents/carers or the Senior teacher of any disclosure unless the Senior teacher or Head of department has specifically requested them to do so but any concern must be raised with the Designated Safeguarding Lead.

In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered and referred if necessary to their site's Designated Safeguarding Lead.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.
- In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.
- Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

10. Roles and responsibilities

The proprietor

The proprietor has delegated the approval of this policy to the Managing Director of Education.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

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 components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.