



# Relationship and Sex Education Policy

For the whole School including EYFS

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## **Rationale and ethos**

This policy covers our school's approach to relationships and sex education. The Governors approve this policy, and it is available on the school's website. The policy was produced by The Head of PSHEE through consultation with the Head of Science and the Heads of the Junior, Middle and Senior Departments.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

At *Beechwood*, we believe relationships and sex education is important for our pupils because it equips them with the information, skills and positive values to have safe, fulfilling relationships and, as they get older, to take responsibility for their sexual health and well-being. It provides pupils with age-appropriate information, explores attitudes and values and develops skills to empower pupils to make positive decisions about health-related behaviour.

The aim of this policy is to clarify the content of the *Relationship and Sex Education Programme* and the manner in which it is delivered through the School. The programme reflects the School's Christian ethos and its core values in how the School approaches and delivers RSE.

The objectives of *Relationship and Sex Education* are therefore to

- Promote the spiritual, moral, cultural, mental and physical development of all pupils at *Beechwood*
- Provide the knowledge and information to which all pupils are entitled
- Clarify / reinforce existing knowledge
- Raise pupils' self-esteem and confidence, especially in their relationships with others
- Provide the confidence to be participating members of society understanding how this relates to fundamental British values
- Value themselves and others
- Develop the knowledge and skills to live a healthier, safer life style
- Help gain access to information and support
- Respect and care for their bodies
- Prepare for puberty and adulthood
- Help pupils understand issues surrounding equality and diversity

## **Roles and responsibilities**

The Head of PSHEE will lead the RSE programme. Class teachers will teach the elements of relationships education that are within PSHEE but sex education will be taught by the Science Department, supported by the Head of PSHEE and Form Tutors. Staff will receive training to support effective RSE delivery.

We are clear that parents are the prime educators for children on many of these matters. Our RSE programme complements and reinforces this role, building on what pupils learn at home through discussion with their families.

## **Legislation (statutory regulations and guidance)**

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains, for aspects of sex education that are not part of the Science curriculum.

The RSE policy supports/complements the following policies:

- *BPS PSHEE*
- *BPS Provision for Social, Moral, Social and Cultural Education*
- *BPS Child Protection*
- *BPS Equality*
- *BPS Pupil Behaviour*
- *BPS Anti-Bullying*
- *BPS e-safety*

Documents that inform the school's RSE policy include:

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*
- *Keeping children safe in education - Statutory safeguarding guidance (2021)*
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Equality Act (2010)*
- *Children and Social Work Act (2017)*
- *Education Act (2011)*

## **Curriculum design**

The School delivers different the majority of the School's *Relationship and Sex Education Programme* through Science lessons, PSHEE and Theology, Philosophy and Religion. An overview of the learning in each year group can be found in the Programmes of Study for those subjects.

The School delivers topics in a culturally and theologically sensitive way, using a range of teaching methods including class discussions, role-plays, drama, videos and case studies. High quality resources will support our RSE provision and will be regularly reviewed and revised. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context and underpin the aims of this policy.

Preventative education is most effective in the context of a whole-school approach that prepares pupil for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The *Beechwood Values* are upheld and demonstrated throughout all aspects of school life, underpinned in policies and the programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. The programme is fully inclusive, age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

### **The Early Years Foundation Stage (*Woodlands and Reception*)**

Pupils learn about the concept of male and female, and about young animals. They develop skills to form firm friendships and think about relationships with others. They also explore the concept of trusted adults as this lays foundations for teaching consent in later years. Teaching staff deliver content as appropriate to the cohort, referencing current NSPCC materials.

### **Key Stage 1**

Pupils learn about the life cycles of some animals, understanding the idea of growing from young to old and that all living things reproduce. They learn the importance of personal hygiene to maintain good health. The pupils reflect on family relationships, different family groups and friendships. They learn about some of the experiences they may have to deal with related to birth, marriage and death and discuss feelings and emotions involved.

Pupils begin to work together in work and play and begin to recognise the range of human emotions, learning how to deal with them. KS1 teachers build upon the work of the Early Years Foundation Stage regarding personal safety and healthy relationships.

### **Key Stage 2**

Pupils build on their knowledge of life cycles and learn the basic biology of human reproduction including the birth of a baby. They learn about the physical, emotional and social changes at puberty, which includes personal hygiene. Pupils continue to develop an understanding of relationships within a family; between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

### **Key Stage 3**

Pupils build on their knowledge about the principal physical and emotional changes that take place during adolescence. They learn about the reproductive system and develop a fuller understanding about the menstrual cycle and fertilisation. Pupils will continue to develop skills needed to form friendships and relationships and to respect other people's feelings, beliefs and emotions. They explore the notion of healthy relationships, consent and issues such as pornography and sexting.

### **Equality of provision**

The *DfE* states that PSHEE must encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. These are as follows:

- a) Age
- b) Disability
- c) Gender reassignment
- d) Marriage and civil partnership
- e) Pregnancy and maternity
- f) Race
- g) Religion or belief
- h) Sex
- i) Sexual orientation.

At *Beechwood*, Relationship and Sex Education at all ages focuses on the development of skills and attitudes, not just the acquisition of knowledge. Every child is entitled to receive RSE regardless of ethnicity, gender, religion, disability, sexuality, language or special needs.

Staff are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special needs; for example those with Social, Emotional and Mental Health needs or learning disabilities. SEND factors are taken into consideration in planning and teaching these subjects.

Staff delivering the *RSE Policy* are aware of their obligations under the *Equality Act* and the School's *Equality Policy*. They will always nurture a careful culture of respect and tolerance toward diversity and different lifestyles, which may include same sex relationships and marriage, and with due regard to the *Marriage (Same Sex Couples) Act 2013*. The delivery of RSE at *Beechwood* will acknowledge different relationships, gender and transgender issues and differences in sexual orientation.

Relationship and Sex education is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.

### **Safe and Effective practice**

We will ensure a safe learning environment by establishing ground rules at the start of each unit of RSE. The wording of these are developed in consensus with everyone in the lesson but the teacher ensures that they cover the following:

- Appropriate terminology
- Appropriate questions

- Respecting the contribution of others
- Telling an adult if you feel someone may be at risk

Pupils will be able to raise questions anonymously using a question box. In the teaching of RSE, there are times when the pupils ask about issues like homosexuality and same sex marriages. Teachers will deal with questions sensitively and will show no prejudice in any way. They will adopt an approach that is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief.

Teachers endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provisions will be made to meet the individual child's need.

The Head of PSHEE and the Head of Science will support all staff teaching RSE.

### **Safeguarding**

Teachers are aware that effective *Relationship and Sex Education*, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issues. Safeguarding training is given to all *Beechwood* staff and they manage concerns about the safety pupils in accordance with the *BPS Child Protection Policy*. If a concern does arise, the teacher will consult with the designated safeguarding lead and in his /her absence their deputy.

Visitors/external agencies that support the delivery of RSE will be required to follow the protocol laid down in the *BPS Visiting Speaker Policy*.

### **Engaging stakeholders**

The Head of PSHEE convened a working group of parents in February 2020. All parents were given the opportunity to comment on the policy and to make suggestions. SLT agreed on the initial RSE policy and the Head of PSHEE was due to review in further meetings each term. Due to the Covid-19 pandemic, these meetings were not able to take place. The Head of PSHEE will relaunch a working party to give parents the opportunity to comment on the policy; these parental consultations will begin in September 2022.

We will inform all parents about the policy through the School newsletters and it will be available on the School website. We will write home to notify parents at least two weeks before Relationships and Sex education is being taught.

Parents have the right to withdraw their children from RSE content that is not part of statutory NC Science. However, it is the hope and expectation of the School that all pupils will take part in the full programme. The School is happy to discuss parental concerns about any part of the programme and to provide support material where necessary.

### **Reporting and evaluation**

As part of effective RSE provision, this 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 Department for Education advice and guidance. The PSHEE working group take an active role in this process.

The Head of PSHEE reviews this policy biennially, ensuring that at the time of the review the policy is also ratified by the *Schools Pastoral Care and Welfare Committee*.

## **Monitoring**

The delivery of RSE is monitored by the Head of PSHEE, Deputy Head (Pastoral) and Head of departments through:

- Planning and floor book scrutinies
- Learning walks
- Pupil voice
- Staff feedback

## **Evidence and assessment**

Pupil development and progress in RSE is assessed by class teachers and contributions to discussions are documented in the PSHEE class floor books.

Assessment details to follow....