

The Bromfords School



RELATIONSHIPS & SEX EDUCATION POLICY

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From September 2020 the Government will rename Sex and Relationships Education- Relationships and Sex Education. RSE is used in this policy as an abbreviation of the new name from September 2020. It is important to note that the new statutory framework also includes health education, but 'health education' is not currently covered in this policy.

1. Vision & Objectives

1.1 Vision

At The Bromfords School, we believe that our high-quality Relationships and Sex Education programme will stay with our students for life. RSE is **not** about encouraging teenagers to become sexually active nor is it about promoting any particular lifestyle of relationship choice. RSE is about providing Students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

RSE at Bromfords is pioneering an innovative curriculum fit for the world our young people are living in. We believe in empowering our students to understand their bodies, to reflect on their relationship values and to be able to openly discuss relationships and sex. We believe that this approach will reduce the risk of unhealthy and abusive relationships.

At Bromfords we are committed to the important role that RSE plays in Students' holistic education and we aim to build on the RSE content covered in Primary School. The theme of **consent** underpins all of our RSE workshops and modules. We introduce Students to the importance of consent from Year 7 and this is revisited on a key stage basis and adapted to the age of each year group.

1.2 Objectives

At Bromfords, our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the students including SEN, autistic, visually and physically impaired Students and any other needs that require a bespoke curriculum;
- Present information in an objective, balanced and sensitive manner, providing a framework in which sensitive discussions can take place
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse;
- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive);**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent;
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**;
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent;
- To represent all types of families and to explore the different methods for starting a family;
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum;
- Ensure Students can identify the qualities of **healthy and unhealthy relationships**;
- Allow Students to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**;
- Make Students aware how and where to **seek help** if they are in an unhealthy or abusive

relationship;

- Prepare Students for the journey from **adolescence to adulthood and the importance of health and hygiene;**
- Provide Students with a safe environment to learn about **sexual orientation and gender identity**, reinforcing the importance of mutual respect and tackling LGBT misconceptions, homophobia, transphobia, bi-phobia and gender stereotypes;
- Ensure that Students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted infections;
- Ensure Students understand the different risks associated with various types of sexual activity and understand how to engage in safe sexual activity by exploring a range of contraception;
- Place paramount importance on online safety and the risks of using social media and the internet for sexual purposes;
- Develop Students' understanding of the dangers of pornographic material;
- Teach Students the correct vocabulary to describe themselves and their bodies.

2. Legal Requirements

As a secondary academy, we must provide RSE to all Students under 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](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Bromfords, we teach RSE as set out in this policy.

3. Course Content

An overview of our RSE curriculum is published on our website and below (Appendix 1) but we may need to adapt it as and when necessary. Specific detailed content of the Relationships & Sex curriculum will be made available to parents on request. Our curriculum content will cover the required themes as set out in ***Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.***

- Family;
- Respectful relationships;
- Online and media;
- Being safe;
- Intimate and sexual relationships, including sexual health.

3.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them;
- Is sensitive to all pupils' experiences.
- During lessons, makes pupils feel:
 - Safe and supported;
 - Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting;
 - Small groups or targeted sessions;
 - 1-to-1 discussions;
 - Digital formats;
 - Give careful consideration to the level of differentiation needed.

3.2 Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance;
- Would support pupils in applying their knowledge in different contexts and settings;
- Are age-appropriate, given the age, developmental stage and background of our pupils;
- Are evidence-based and contain robust facts and statistics;
- Fit into our curriculum plan;
- Are from credible sources;
- Are compatible with effective teaching approaches;
- Are sensitive to pupils' experiences and won't provoke distress.

3.3 Sensitive or Controversial Topics

1. During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer students' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher will be vital.
2. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside the whole class setting.
3. Teachers should establish a set of ground rules so that young people are aware of parameters and these will be applied with consistency.
4. Students should never be asked to disclose their sexual orientation or personal information about themselves or others.
5. Teachers and students will show respect for all genders, sexualities and different types of families
6. Any concerns that arise about sexual abuse or any other safeguarding issues must be followed up under the school's safeguarding procedures.
7. Where discussions about sexual behaviour arise from apparently unrelated topics, teachers will give attention to relevant issues, again using professional judgement.
8. HIV/AIDS - Informative discussions covering the transmission of the HIV virus may, by the very nature of the subject, include discussion of certain sexual acts and practices. Teachers will deal sensitively and objectively with information of this kind and will always avoid and challenge any development of bias and prejudice. Teachers will tackle stereotypes and misconceptions about HIV.
9. Teachers should also be aware that they may be dealing with students who are HIV positive or who have close links with others who are.

4. Organisation and Delivery

1. Relationships & Sex Education is taught in: In Y7-11 through PSHE/citizenship/VEB lessons and through tutor time lessons and curriculum days. In addition, all year groups will receive education via assemblies and workshops when appropriate.
2. All students within the school have equal access to Relationships & Sex education. Topics are revisited in order to allow provision for previous absence and different levels of understanding, maturity and learning abilities.
3. Identified SEN students will receive an adapted RSE programme as required.
4. Teachers and all those contributing to Relationships & Sex education will work within an agreed framework as set out in this policy.
5. We will work with external specialist organisations, consultants and healthcare professionals to ensure our curriculum reflects current best practice.

5. Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

6. Roles and Responsibilities

6.1 The Local Governing Body

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

6.2 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 above)

6.3 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;

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.

Staff must always refer to the Safeguarding Policy if concerned about a student. When a member of staff learns from an under 16-year-old that they are having, or are contemplating having sexual intercourse, they must refer the matter to the schools Designated Safeguarding Lead, or if a 16-year-old student is contemplating having sexual intercourse with a student below the age of 16, who will lead on the most appropriate course of action in line with the school's Safeguarding Policy.

8.4 Students

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

7. The Role of Health Professions in the Delivery of Relationships and Sex Education

The school will work with health professionals and other organisations in the development and implementation of the schools Relationships & Sex programme.

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate;
- Are in line with students' developmental stage.

Comply with:

- This policy;
- The [Teachers' Standards](#);
- The [Equality Act 2010](#);
- The [Human Rights Act 1998](#);
- The [Education Act 1996](#).

We will only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.

Be clear on:

- What they're going to say;
- Their position on the issues to be discussed;
- Ask to see in advance any materials that the agency may use;
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people;
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers;
- Check the agency's protocol for taking pictures or using any personal data they might get from a session;
- Remind teachers that they can say "no" or, in extreme cases, stop a session;
- Make sure that the teacher is in the room during any sessions with external speakers.

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions;
- Use materials produced by such agencies, even if the material itself is not extreme.

8. Monitoring and Evaluation

The delivery of RSE is monitored by Jayne Menlove.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Jayne Menlove annually. At every review, the policy will be approved by the Local Governing Body.

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance;
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
- Parent/stakeholder consultation – parents and any interested parties were invited to look at the policy and make recommendations;
- Student Voice consultation – we investigated what exactly pupils wanted from their RSE lessons
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Appendix 1: RSE Programme of Study at The Bromfords School

Year Group/Key Stage	RSE Theme (from the 2020) the statutory guidance	RSE Topics in the Bromfords Curriculum	Content covered from the 2020 statutory guidance	Curriculum Area in which this is delivered
Year 7	Respectful relationships	Healthy friendships	<ul style="list-style-type: none"> the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. practical steps they can take in a range of different contexts to improve or support respectful relationships. 	Citizenship, VEB, tutor time, assemblies
Year 7	Family Being safe Intimate and sexual relationships, including sexual health	Developing to Adulthood (puberty, love, consent and family life)	<ul style="list-style-type: none"> Much of this unit is covered in the health education curriculum That there are different types of committed, stable relationships. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 	Citizenship, VEB, tutor time, assemblies
Year 8	Respectful relationships Being safe	Sexual orientation and gender identity	<ul style="list-style-type: none"> how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help 	Citizenship, VEB, tutor time, assemblies

			<ul style="list-style-type: none"> the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. 	
Year 9	Being safe	Consent; how to give, withdraw, ask for and recognise consent Forming loving lasting relationships	<ul style="list-style-type: none"> that some types of behaviour within relationships are criminal, including violent behaviour and coercive control what constitutes sexual harassment and sexual violence and why these are always unacceptable 	VEB, tutor time, assemblies,
Year 9	Being safe, Intimate and sexual relationships, including sexual health	Making healthy relationship choices and delaying sexual activity Sexual activity and staying safe Contraception Sexually transmitted infections Unplanned pregnancy: options and how to access support	<ul style="list-style-type: none"> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. that they have a choice to delay sex or to enjoy intimacy without sex. the facts about the full range of contraceptive choices, efficacy and options available. the facts around pregnancy including miscarriage. that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. how the use of alcohol and drugs can lead to risky sexual behaviour. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	VEB, tutor time, assemblies
Year 10/11	Family, Respectful relationships, Online and media, Being safe, Intimate and sexual relationships, including sexual health	Different types of committed relationships Conception and different ways to start a family How you know when you're ready to become a parent	<ul style="list-style-type: none"> that there are different types of committed, stable relationships. how these relationships might contribute to human happiness and their importance for bringing up children. what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. why marriage is an important relationship choice for many couples and why it must be freely entered into. the characteristics and legal status of other types of long-term relationships. 	VEB, tutor time, assemblies

			<ul style="list-style-type: none">• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. <p>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>the facts around pregnancy including miscarriage.</p> <ul style="list-style-type: none">• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)	
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