



Relationships, Sex and Health Education Policy

Signed:

Date: March 2022

Review Date: March 2023

Review Period: Every year
or earlier if considered necessary

To be reviewed by: Local Governing Body
Relationships, Sex and Health Education Policy

Relationships and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils to gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.
(NYCC)

1. Aims of RSHE at Brotherton and Byram Community Primary Academy

The aims of relationships, sex and health education (RSE) at Brotherton and Byram Community Primary Academy are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE
- 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

2. Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. Whilst we do not have to follow the National Curriculum, we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education, contained in the science curriculum. Brotherton and Byram Community Primary Academy has chosen to follow all elements of the National Curriculum and include coverage of the key science elements, which contribute towards RSE.

In teaching RSE, we are required by our funding agreements to have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Brotherton and Byram Community Primary Academy, we teach RSE as set out in this policy.

3. Policy Development

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

1. **Review** – an RSE working group collated all relevant information including relevant national and local guidance. The working group used published information from DFE, PSHE Association and The Key.
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 the policy
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE
5. **Ratification** – once amendments were made, the policy was shared with governors to be ratified.

4. Definition

At Brotherton and Byram Community Primary Academy we define RSE as follows:

- 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 Design

Our curriculum design is set out as per Appendix 1 but we may need to adapt it as and when necessary. Please look at the full long term planning on our website for more detail regarding RSE coverage within each year group.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. We recognise that sex education is not compulsory in primary schools; however, we have decided to cover some content on sex education to meet the needs of pupils and prepare them for the transition to high school.

At Brotherton and Byram Community Primary Academy, primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born
- Keeping safe

For more information about our RSE curriculum, see our curriculum plan in Appendix 1

6. Delivery of RSE

RSE is taught as part of our creative curriculum including within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The RSE curriculum is planned alongside all other subjects. Planning of our RSE curriculum also takes into account the age and maturity of our pupils.

Please see curriculum long term planning and medium term planning on our website for more information.

Pupils also receive stand-alone sex education sessions delivered by school staff. When these lessons are delivered there are 2 members of staff present.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe

Sex education focuses on teaching fundamental building blocks about childrens bodies and how they change including:

- Puberty - Preparing boys for the changes that adolescence brings
- Puberty – Preparing girls for the changes that adolescence brings
- How a baby is conceived and born
- How to keep our bodies safe.

The RSE 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. The RSE planning and teaching promotes that families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and Responsibilities

7.1 The Local Governing Body

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

7.2 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 section 8 of this policy)

7.3 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 nonstatutory/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 will lead the delivery of RSE for the year group that they teach.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. A ground rules contract exclusive to RSE lessons is devised by each class and agreed by pupils prior to RSE delivery.

8. Parents' Right to Withdraw

Sex, Relationships and Health Education is statutory and 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 (education on how a baby is conceived and born).

Requests for withdrawal should be put in writing and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as planned on the school's continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where necessary.

10. Monitoring Arrangements

The delivery of RSE will be monitored by the RSE lead and the Headteacher.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the RSE lead in consultation with staff, pupils, parents and the local governing body. The policy will be approved by the local governing body.