



**BREDON HILL ACADEMY**  
**RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY**

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Author:	PSHEC Lead
Reviewer:	Headteacher
Audience:	Staff Share, Governors Website, Academy Website

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

This Relationships, Sex and Health Education (RSHE) Policy 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 children, young people 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. 'Respect for others' is one of our school's values and is a vital component in RSE, particularly in light of meeting the requirements of the statutory guidance and the recent publication of OFSTED's 'Review of sexual abuse in schools and colleges' (September 2021). This policy has been updated to reflect upon the outcomes of this report. BHA will continue to review and update this policy in response to any further guidance.

### **Legislation**

By September 2021, the DfE requested that Relationships Education was to become compulsory in all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. There was a prior delay to this being fully implemented, owing to the on-going COVID-19 pandemic.

*"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."*

(DfE, February 2020)

### **The RSHE Curriculum**

Relationships & Health Education will be embedded throughout the whole school PSHE 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 the influence of social media and pornography on relationships and sexual encounters.
- 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 confidential health advice, support and treatment if 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 work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. The parental rights to withdrawing 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.

### **Making RSHE accessible**

RSHE sessions will continue to be planned with great sensitivity shown to all pupils, so that those pupils with additional learning needs feel included and supported within the sessions. Where necessary, further support and guidance will be taken from the schools' Learning Support Departments so that the content can be made accessible to suit individual SEND needs. Distancing techniques, including stories and role-plays may be implemented to further support different learning styles. At the beginning of every lesson, pupils are reminded of the need to adhere to the 'ground rules for PSHE which lay out the fundamental behavioural code that needs to be adhered to when taking part in a PSHE session. These same ground-rules need to be followed when an RSHE session is also taught.

### **Roles and responsibilities**

RSHE lessons are delivered by the PSHE department (Lead – C Matthews, Teacher – E Lloyd) and by the Science department (Lead – S Huntly, Teachers – K Griffin, K Bailey).

Staff are responsible for delivering RSHE in a sensitive, accurate and relevant way. Staff are trained in the delivery of RSHE and it is included in their continued professional development.

The Head Teacher is responsible for ensuring that RSHE is taught consistently across the school.

### **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 the manner in which this is facilitated, is dictated 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 should immediately consult our 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. This is

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**

The most successful 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:

Academic reviews of PSHE and Science curriculums

Pupil feedback – pupil voice questionnaires delivered in PSHE lessons

Learning walks and book trawls - 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/carers feedback and information - conversations, emails, newsletter, ongoing dialogue.

### **Every Child Matters**

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