

BA5.3 Sex and relationships education (SRE) Policy

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1. Rationale

1.1 Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

DfE 2019

1.2 The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.

1.3 Research shows effective RSE does not encourage early sexual experimentation. It teaches 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.

1.4 Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. We aim that this is delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Our teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and signposting students to further advice and support.

1.5 We aim for pupils learning to understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They are taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

1.6 Education on sex and relationships takes place in a variety of setting within the community school environment: not only in the KS4 Science (biology) and the KS4 PSHE curriculum but also in MLT support and on site health services. It is a broad based educational subject, enabled through provision of information, advice and support.

1.7 There are a wide range of professionals at Bosworth Academy who work with young people around issues of sex, relationships and sexual health. Teachers, MLT Staff, the Schools Nurse and other agencies all play a part in the sex and relationships education of young people using Bosworth Academy.

1.8 The policy therefore aims to not only reflect this breadth of service, but also to provide integrated guidance to the range of professions, input and specialisms, whilst taking into account their own specific codes of conduct.

1.9 The Bosworth Academy RSE policy has been reviewed and updated in July 2020 to take into account a number of key national policies, which relate to young people in terms of SRE and sexual health.

2. PSHE Curriculum Content

2.1 The DfE recognises 5 elements to Relationships and Sex Education. These are: •

Families

- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

2.2 In **key stage 3**, students will learn about:

- Friends, families and strangers-staying safe & appropriate online
- Bullying- how we can all make it stop
- Friendship - what is a good friend? Difficulties in friendships
- Getting on with parents/ carers
- Physical and emotional changes during puberty
- Personal hygiene
- Gender stereotypes and prejudices
- Role models and the media
- Healthy relationship behaviours & recognising abusive relationships
- Acceptable and unacceptable behaviours in a relationship
- Age related laws
- Recognising and reducing risk

2.3 In **key stage 4**, students will learn about:

- Keeping safe online
- Peer pressure and smoking, alcohol & recreational drugs
- Peer pressure and bullying
- Keeping myself safe (when I go out)
- Healthy relationships
- Family relationships and divorce
- What is consent?
- Contraception
- LGBTQ homophobia
- STIs & HIV
- Teenage pregnancy
- Body image and self esteem
- Reasons to have or delay sex
- Abusive relationships: sexual bullying

2.4 In **key stage 5**, students will learn about:

- Mental health
- Contraception and consequences of sex
- Sex and the media
- Consent and abusive relationships
- Relaxation and well being
- Healthy lifestyle
- Living on a budget
- Buying a car
- Mortgages, loans and finances

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2.5 Some elements of sex education are statutory. Learning about 'the changing adolescent body' is part of statutory Health Education. National Curriculum Science is also statutory. At key stage 3 and 4 this includes teaching about reproduction in humans, for example the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS.

2.6 Equality

Bosworth Academy delivers RSE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. Bosworth Academy believes that all people should have access to RSE that is relevant to their particular needs. To achieve this, the school's approach to RSE will take account of:

- 2.6.1 • We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
- 2.6.2 • Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSE needs at times which we will support. We will ensure that RSE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND.
- 2.6.3 • Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups inline with safeguarding and school's statutory duty to keep pupils safe and deliver certain elements of the statutory RSE curriculum.
- 2.6.4 • Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- 2.6.5 • We recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.



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3. Provision

- 3.1 This school has a caring ethos that models and supports positive relationships between all members of the school community.
- 3.2 Within the taught, age-appropriate, spiral RSE programme within Personal Social and Health Education (PSHE).
- 3.3 Within Science as stipulated by the national curriculum and/or as negotiated with the PSHE coordinator.
- 3.4 Through other curriculum areas for example Drama, English etc.
- 3.5 Through assemblies.
- 3.6 Through pastoral support.
- 3.7 By the provision of appropriate leaflets and other information sources.
- 3.8 Via targeted intervention, where appropriate, with vulnerable individuals.
- 3.9 Delivery in response to incidents.

4. Teaching and Learning Methods

- 4.1 Teaching and learning best practice will be applied. Active learning methods that support participation and encourage reflection will be used including group work, talking, negotiation and using thinking skills.



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5. Asking and Answering Questions

5.1 We recognise that where young people's questions go unanswered they may turn to inappropriate sources of information, Therefore teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use their skill and discretion in these situations, and if necessary, refer to the PSHE coordinator for advice and support.

5.2 Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupil's discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.

6. Groupings

6.1 RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent.

7. Visitors

7.1 A visitor can enrich, but not replace, the RSE curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible for the pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils. Please see the External Contributors Policy for the best practice in this context.

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8. Resources

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10. Continuity, Progression and Assessment

10.1 Our school has the same high standards of the quality of pupils learning in RSE as in other curriculum areas. RSE is delivered through a sequenced planned programme of work. Continuity and progression is generated through the adoption of a whole school approach to the planning and delivery of outcomes covering knowledge, skills and understanding. The curriculum is informed by needs assessment of pupils' existing knowledge, experience and understanding.

10.2 The elements of RSE that form part of the Science curriculum are assessed in accordance with the requirements of the national curriculum. Learning from other elements of RSE is assessed as part of the PSHE provision and builds on existing school systems. Baseline, formative and summative assessments will contribute to the effective delivery of RSE

11. Personnel and Training

11.1 There is a PSHE team who are regularly trained and updated in this fast moving subject area. They are responsible for RSE

11.2 RSE is delivered by form tutors. The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

11.3 All new staff will receive a copy of the RSE policy.

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12. Parental engagement in RSE and right to withdrawal

12.1 We recognise the prime role of parents/carers in the development of their child's understanding about relationships and sex. We work in active partnership with parents/carers in the development and review of RSE.

12.2 The school ensure that parents/carers are: made aware of the school's approach and rationale for RSE through the policy; involved in the review of the RSE policy; made aware of the school's PSHE curriculum; and encourage them to support their child is learning at home through shared learning activities, if appropriate.

12.3 Resources are available for parents/ carers to borrow to reinforce learning at home and support

them in managing conversations with their children on these issues.

- 12.4 Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science.
- 12.5 If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.
- 12.6 Once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms.

13. Impact

13.1 Monitoring and Evaluation

The programme is regularly monitored and evaluated by the PSHE team to ensure impact. This takes place through a variety of methods, including, staff and pupil feedback. The views of the pupils and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum.

13.2 Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSE on occasions.

This policy document is open for consultation with the entire school community, including pupils, parents/carers, school staff, governors and any other appropriate stakeholders. This document is freely available to the entire school community. It has also been made available on the school website. It will be reviewed on a biannual basis.