



Broadway Academy Policies

Our Children. Our Community. Believe it can be done!

Relationships and Sexual Education (RSE) Policy DRAFT

Date approved: Next review date:



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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop understanding of the arguments for delaying sexual activity and avoid being exploited or exploiting others
- 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 and respect for individual conscience and the skills to judge what kind of relationship they want.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- Develop awareness of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary
- Know how the law applies to sexual activity.

2. Principles and Values

In addition, Broadway Academy believes that SRE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider academy context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers

3. Statutory requirements

As a secondary academy school, we must provide RSE to all pupils as per 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](#).

At Broadway Academy we teach RSE as set out in this policy.

4. Policy development

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

- 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 attend comment about the policy (Appendix 4)
- Pupil consultation – we investigated what exactly pupils want from their RSE.
- Governors – liaison throughout the process with governors
- Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definition

Relationships and Sex Education (RSE) is lifelong learning about physical, sexual, moral, social, cultural and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. As well as considering the importance of sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum 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 they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

7. Delivery of RSE

RSE is taught 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). Pupils also receive stand-alone sex education sessions delivered by a trained member of staff.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These 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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Inclusion

Ethnic and Cultural Groups

We intend our policy to be sensitive to the needs of our community. For some young people it is not culturally appropriate for them to be taught particular in mixed groups and we do cater for this.

Students with Special Needs

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

8. Roles and responsibilities

8.1 The governing board

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

8.2 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 components of RSE (see section 8).

8.3 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 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.

Assistant Headteacher – Charlotte Cordon is responsible for overseeing the RSE curriculum and Clare Webb is responsible for teaching the stand alone lessons.

8.4 Pupils

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

9. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 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 using the form found in Appendix 3 of this policy 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 work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE which forms part of the PSHE curriculum as part of their induction and it is included in our continuing professional development calendar. Specialist staff will also have the opportunity to seek external training for areas of RSE.

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.

11. Monitoring arrangements

The PSHE programme will be treated as a subject department in this exercise, under which all departments undertake yearly self-evaluation and a twice yearly monitoring and evaluation exercise led by SLT. The delivery of RSE is monitored by Mrs Cordon Assistant Headteacher.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by [name and role] [frequency e.g. annually]. At every review, the policy will be approved by [the governing board/committee name/governor name/the headteacher].

Appendix 1: Curriculum Mapping - Relationships and sex education curriculum map 2021 onwards

Some areas of the curriculum that could be seen as more sensitive are delivered outside of form time. These areas of the curriculum we feel are more effectively delivered by our specialist teacher. These lessons are separate to the normal PDP, Science, RE lessons and assemblies and are conducted as withdrawal groups throughout the academic year. The details of which are below.

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 7 (Girls)	Autumn 1	<u>My Changing Body: Puberty and Periods</u> Theme: How boys' and girls' bodies change as we grow up, and how these changes affect us physically, mentally, and emotionally. Learning Objectives: To understand what happens to my body during puberty and how it affects us physically, mentally, and emotionally. To understand what the menstruation cycle is. To understand the range of sanitary products available.
Year 7 (Boys)	Autumn 2	<u>My Changing Body: Puberty</u> Theme: How boys' and girls' bodies change as we grow up, and how these changes affect us physically, mentally, and emotionally. Learning Objectives: To understand what happens to my body during puberty and how it affects us physically, mentally, and emotionally. To understand what the menstruation cycle means for girls. To understand the importance of hygiene and how to shave

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 7 (mixed)	Spring 1	<u>Staying Safe</u> Theme: Looking at how to keep safe in different situations Learning objectives: • To understand how to stay safe whilst online, using social media and gaming. • To understand how to stay safe at school, college, university, at work and in relationships/marriage. <u>LGBT</u> Theme: understanding what LGBT is Learning Objectives: • To know key terms associated with LGBT. • Appreciate different religions opinions on LGBT. • Understand what homophobia is. • The importance of tolerance and respect
Year 7 (Girls)	Summer 2	<u>FGM</u> Theme: understanding what FGM is Learning objectives: To know what FGM is and the history behind it. • To understand the legality of FGM and how we can prevent it within our community.
Year 8 (mixed)	Autumn 2	<u>Sex in The Media</u> Theme: How females are sexualised in the media and consider pressures arising from Social Media/Music Videos Learning Objectives: To understand the legal implications and the permeant online footprint of using graphic images online. To understand the damaging effects explicit material presents online and in the media presents and how it distorts views of behaviours and self-image. • The impacts of viewing harmful content.

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 9 (Girls)	Spring 1	<u>Sexual Relationships (Part 1)</u> Theme: Consider the important of a loving relationship and the importance of keeping safe during a sexual relationship. Understand the choices following unintended pregnancy. Learning objectives: • To understand the male and female reproductive organs and how fertilisation occurs • Discuss the different religious/culture viewpoints and the benefits of abstinence. • Identify the risks of having premarital and/or unprotected sex. • To understand the choices following unintended pregnancy, including the option of termination.
Year 9 (Boys)	Spring 2	<u>Sexual Relationships (Part 1)</u> Theme: Consider the important of a loving relationship and the importance of keeping safe during a sexual relationship. Understand the choices following unintended pregnancy. Learning objectives: • To understand the male and female reproductive organs and how fertilisation occurs • Discuss the different religious/culture viewpoints and the benefits of abstinence. • Identify the risks of having premarital and/or unprotected sex. • To understand the choices following unintended pregnancy, including the option of termination.
Year 10 (Girls)	Autumn 1	<u>Sexual Health (Part 2)</u> Theme: How risky behaviour can affect sexual health. Learning objectives: • To understand what STIs are, how they are caught, the symptoms and support in dealing with them. • To identify the different types of birth control and their effectiveness • To understand that catching STIs is almost entirely down to individual choice of risk-taking behaviour and understand how non-penetrative sex, condom use and fewer partners, reduce risk. • To identify local services and how to access them.

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 10 (Boys)	Spring 2	<u>Sexual Health (Part 2)</u> Theme: How risky behaviour can affect sexual health. Learning objectives: • To understand what STIs are, how they are caught, the symptoms and support in dealing with them. • To identify the different types of birth control and their effectiveness • To understand that catching STIs is almost entirely down to individual choice of risk-taking behaviour and understand how non-penetrative sex, condom use and fewer partners, reduce risk. • To identify local services and how to access them.
Year 10 (Mixed)	Summer 2	<u>Addressing sexual harassment and abuse (Respectful Relationships)</u> Theme: To understand what a healthy relationship is Learning objectives: • To recognise what a healthy relationship looks like • To discuss appropriate age-related behaviour, consent, • Recognise what coercive control and stalking is. To gain the confidence to develop and maintain a healthy relationship in the future.
Year 11	Summer 1	<u>Sexual Health and Relationships</u> Theme: Recap of important information about our health, bodies, mind, Learning objectives: • Managing embarrassing information maturely • Developing confidence with difficult questions • The importance of sticking to facts – no stories/names/gossip. • Being respectful to privacy, beliefs, morals

YEAR GROUP	TERM (THIS WILL BE A GUIDE TO WHEN THE TOPIC WILL BE DELIVERED)	TOPIC/THEME DETAILS
Year 12/13 (Girls)	Spring 2	<u>Sex Education, STI's and Contraception (Recap Lesson)</u> Theme: Recap of important information about our health, bodies, mind, Learning objectives: • Managing embarrassing information maturely • Developing confidence with difficult questions • The importance of sticking to facts – no stories/names/gossip. • Being respectful to privacy, beliefs, morals
Year 12/13 (Boys)	Spring 2	<u>Sex Education, STI's and Contraception (Recap Lesson)</u> Theme: Recap of important information about our health, bodies, mind, Learning objectives: • Managing embarrassing information maturely • Developing confidence with difficult questions • The importance of sticking to facts – no stories/names/gossip. Being respectful to privacy, beliefs, morals

Appendix 2: DfE RSE expectations: Secondary Education

Here is what pupils should cover during secondary school, as well as continuing to develop knowledge on the topics they are expected to study at primary school. These are the expectations set by the Department for Education which the school have to follow. The more sensitive areas which are delivered through withdrawal groups are detailed in appendix 1, while the other areas are covered through PDP, Science, RE lessons and assemblies.

Families

- 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 its 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
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.
- How to:
 - Determine whether other children, adults or sources of information are trustworthy.
 - Judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)
 - Seek help or advice, including reporting concerns about others if needed.

Respectful relationships, including friendships.

- The characteristics of positive and healthy friendships (in all contexts, including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict and 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.
- 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 cyber-bullying), the impact of bullying, responsibilities of bystanders to report bullying and where to get help.
- 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.

Online and media

- Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further, and not to share personal material which is sent to them.
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content.
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared, and used online

Being safe

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and female genital mutilation, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

Intimate and sexual relationships, including sexual health.

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively (e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing)
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women, and menopause.
- 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 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, including HIV/AIDs are transmitted, how risk can be reduced through safer sex (including 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 and advice and treatment.

Source:

These expectations are set out in the Department for Education's [guidance for schools on relationships education, RSE and health education](#).

Appendix 3: Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request we would discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

As part of this process, we will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined is reflected in the school's policy on RSE.

If a pupil is excused from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

27 May 2021

Dear Parents and Carers,

The Department for Education has announced changes to relationships and sex education (RSE).

These changes will come into effect from September 2021 and all schools will be required to comply with the updated requirements.

This means that we will be reviewing our RSE curriculum and policy so we can be sure our RSE provision is appropriate for our pupils based on their:

- Age
- Physical and emotional maturity
- Religious and cultural backgrounds
- Special educational needs and/or disabilities

We need your feedback to help us do this.

Here is how you can help:

We are running an online consultation where materials will be made available for you to read through. Any comments can then be emailed to enquiry@broadway-academy.co.uk or call the school office on 0121 566 4334, before 11th June 2021.

To help you understand the curriculum requirements set by the DfE please read all the documentation which explains what all pupils are expected to know by the end of secondary school.

Thank you for your time.

Yours sincerely,



Mrs C Cordon

Assistant Headteacher



Mr S Carroll

Deputy Headteacher