

# Relationship and Sex Education Policy of Brymore Academy

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Signature of On behalf of sponsor		Date
Signature of Mark Thomas On behalf of Brymore Academy		

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## Introduction

At Brymore Academy we are committed to providing an environment that nurtures and transforms the lives of the boys attending our school, ensuring that they receive a well-balanced curriculum that caters for their academic, as well as personal, social, health and emotional needs. An education that also prepares our boys with the knowledge and understanding to make appropriate decisions about their personal and social behaviour, in a world where our lives are lived on and offline.

Brymore Academy acknowledges that much of this education is received at home and as such the curriculum here is already designed to complement and build on what our boys learn at home, ensuring that they all receive the same level and breadth of education. In this, all of our boys currently receive Personal, Social, Health and Relationship Education (PSHRE) alongside their academic subjects. Additionally, our vertical tutoring system provides opportunities to explore various aspects of health and relationships.

By April 2021 the specific teaching of Relationship and Sex Education (RSE) to all children in KS1 – KS4 will become a statutory requirement. Much of this curriculum is already taught within PSHRE and the Tutorial Programme, with some elements covered within the curriculums for Science, IT and PE. This document sets out to formalise the RSHE curriculum that each of our boys will receive at Brymore Academy.

This policy is based on the Department for Education (DfE) Guidelines (2019)

Full details of what each child should know by the end of secondary are set out in Appendix 1.

## Definitions & Rationale

We define ‘relationships and sex education and health education’ as learning about physical, moral and emotional development that students need in order to understand the relationship they have with those around them and their own and others sexuality. Whilst knowledge of biology and the reproductive system is important, RSE is concerned with attitudes and values, personal and social skills, respect for self and others, family, stable loving relationships, feelings, gender roles and decision-making. It is about the physical, emotional, social, cultural, moral and legal dimensions of personal identity, human relationships and sexuality as well as factual teaching about sex, sexuality and sexual health.

Although it is now a statutory requirement, at Brymore we believe it is important to address this area of the curriculum. Our boys have a right to an education that will inform and empower them to make safe and healthy decisions about their bodies, their health and their relationships, both off and online. The planned programmes are designed to help them deal with the difficult moral, social and health-related issues that arise in their lives and in society. They also help them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members

of society. Effective RSE is a key component in our approach to safeguarding our boys through the curriculum.

RSE is not about the promotion of sexual activity.

## Schools Commitment

The RSE curriculum at Brymore Academy will:

- Provide a safe and structured environment in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Enable pupils to identify healthy relationships, both on and offline
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of overall good health and personal hygiene

The curriculum will be underpinned by the values of BTCT in that every child will achieve, and by the Brymore pillars of resourcefulness, resilience and responsibility. The curriculum will be delivered in a supportive and safe environment, which celebrates our diversity and allows boys to discuss, share and evaluate RSE, in a way that provides a basis for lifelong learning.

## Statutory Responsibilities

All students within KS1 – KS4 must be provided with relationships education, as per section 34 of the Children and Social Work Act 2017.

All students within KS3 – KS4 must be provided with sex education, 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.

## Policy Development

This policy compliments the overarching policy for the whole of BTCT. This has completed through consultation with key stakeholders including senior management, governors and trustees.

Each school within the trust has developed a policy specific to demographic of students taught by that school. The Brymore Academy policy has been developed in consultation with staff, pupils and parents and has involved the following steps:

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1. Review all relevant information including relevant national and local guidance will be collated.
2. Staff consultation – all school staff have been given the opportunity to read the policy and make recommendations, during an online consultation.
3. Parent/stakeholder consultation – parents and any interested parties have been invited to comment on the policy, via an online consultation.
4. Pupil consultation – pupils were surveyed using a questionnaire
5. Ratification – the policy has been shared with Academy Local Governing Board and ratified.

### Structure and Outcomes

RSE will be set in the context of a wider whole-school approach to supporting boys to be safe, happy and prepared for life beyond school. The curriculum on relationships, sex and health will complement and be supported by Brymore Academy's wider policies on behaviour, inclusion, respect for equality and diversity, anti-bullying and safeguarding. RSE will sit within the context of Brymore Academy's broader ethos and approach to developing boys socially, morally, spiritually and culturally; and its pastoral care system.

Brymore Academy will deliver the content set out in Appendix 1 in the context of a broad and balanced curriculum which complements, rather than duplicates, the content covered in national curriculum subjects such as science IT and PE.

The structure of the RSE programme at Brymore Academy will be:

#### In Year 7

- physical and emotional changes during puberty
- female genital mutilation (FGM)
- managing online relationships
- internet safety
- personal hygiene and dental health

#### In Year 8

- body image and gender stereotyping
- sexual identity
- sharing explicit images ('sexting')
- the impact of drugs, alcohol and tobacco
- basic first aid

#### In Year 9

- contraception and pregnancy
- sexually transmitted infections (STIs) and reproductive health.

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- consent
- the effects of pornography on relationship expectations
- healthy one-to-one intimate relationships

### In Year 10

- the effects of pornography on relationship expectations
- relationship myths

### In Year 11

- sexual and gender identity
- relationship/domestic abuse
- self-examination and screening

### Additionally in Tutorial:

- healthy and unhealthy relationships
- bullying, cyberbullying including how and where to get help.
- equality, diversity and inclusion
- emotional literacy
- mental wellbeing including stress management
- physical wellbeing and healthy eating
- the benefits of sleep

Through the RSE curriculum at KS3 and KS4, we aim for our boys to

- understand that good nutrition and appropriate exercise supports a positive physical, emotional and mental health, including positive self-esteem;
- make and maintain healthy, fulfilling relationships, both on and offline;
- understand the benefits of healthy relationships to their mental wellbeing and self-respect and to understand that unhealthy relationships can have a lasting, negative impact on mental wellbeing;
- distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful;
- be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way;
- Understand the physical, hormonal and emotional factors linked to puberty, reproduction, pregnancy and birth.
- recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence including honour-based violence and forced marriage) and strategies to manage this or access support for themselves or others at risk;
- recognise risks, harmful content and contact, and how and when to report issues to keep them safe online;
- be able to, within the law, be well equipped to make decisions for themselves about how to live their own lives in the future, whilst respecting the right of others to make their own decisions and hold their own beliefs.

- To recognise the emotions associated with loss or change within a relationship, such as divorce, separation and new family members and manage them positively or know where to seek help to do so.

A full breakdown of the DfE RSE outcomes for KS3 & KS4 can be found in Appendix 1.

## Inclusion and Equality

In teaching RSE we recognise that boys will bring prior learning and real-life experiences to their learning and our curriculum endeavours to respect and build on them.

In this way, our curriculum recognises and respects boys' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

## Pupils with special educational needs and disabilities (SEND)

RSE will be accessible for all boys. High quality teaching is differentiated and personalised, this is the starting point to ensure accessibility for all pupils. Brymore is also mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when preparing these subjects for boys with SEND.

Brymore Academy is aware that some boys are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education can also be a priority for some boys, for example some with Social, Emotional and Mental Health Needs or learning disabilities.

For some boys there may be a need to tailor content and teaching to meeting the specific needs of children at different development stages.

## Assessment of Learning

As with any learning, the assessment of boys' personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

Boys do not pass or fail in this area of learning. Opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them will be provided. This process of reflective assessment has a positive impact on boys' self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

We will assess boys' learning through; in class question and answer, discussion, group work, peer assessment, self-assessment and marking.

## Roles and Responsibilities

### The Academy Board of Governors

The Academy Board of Governors will ensure:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are well led, effectively managed and well planned;
- That the quality of provision is subject to regular and effective self-evaluation;
- That the teaching of RSE is staffed and resourced in a way that ensures the Academy can fulfil its legal obligations.

### Headteacher of Brymore Academy

The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy;
- All teachers explore how new pedagogies and technology can be fully utilised to support subjects;
- The subjects are staffed and timetabled in a way to ensure the Academy fulfil their legal obligations;
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND;
- The Academy works with parents/carers when planning and delivering RSE to pupils.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

### Staff

All staff will ensure that:

- Ground rules are negotiated with the group before embarking on lessons of a sensitive nature so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- All students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support;
- At all times teaching will take place in the context of an explicit moral framework;
- All points of view they may express during the course of teaching RSE are unbiased;
- The teaching of RSE is delivered in ways that are accessible to all pupils with SEND;
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices; Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE;
- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give students personal advice on matters such as contraception;



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- Where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff will refer all potential concerns to the Designated Safeguarding Lead.

### Parents/Carers

Brymore Academy acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents/carers are the first educators of their children. They have the most significant influence in enabling their children to grow, mature and to form healthy relationships.

All Parents/Carers will be:

- Given every opportunity to understand the purpose and content of Relationships Education and RSE;
- Encouraged to participate in the development of Relationships Education and RSE;
- Able to discuss any concerns directly with the Academy.

### Pupils

Pupils are expected to:

- Engage fully in lessons and activities of the RSE curriculum;
- Abide by the agreed ground rules and structures put in place to allow safe and respectful conversations to take place;
- Treat others with respect and sensitivity;
- Seek help, support and clarification from appropriate teaching/pastoral staff, who may direct them to an alternative member of staff or external agency;
- Understand that in the teaching of RSE, teachers/pastoral staff will not provide personal advice.

### Right to be excused from sex education

The withdrawal of any student from sex education is permitted for any lessons, which teach over and above that which is included in the National Curriculum for Science. However, the procedures for doing so and are set out below.

### Secondary School

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, will require the Headteacher to discuss the request with the parent and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Following the discussions, except in exceptional circumstances, Brymore Academy will respect the parents' request to withdraw their child, up to and until three terms before the

child turns sixteen. 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.

The Headteacher will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from the national curriculum.

## Working with external agencies

Brymore Academy is aware that working with external partners will enhance the delivery of RSE and will bring in specialist knowledge and implement different ways of engaging with young people.

Where external agencies are used, we will check the credentials of the visiting organisation and any visitors linked to the agency. We will also ensure that the teaching delivered by the visitor fits with the planned programme and the published policy.

Schools will work with external agencies to ensure that the content delivered is age-appropriate and accessible for all pupils. Any materials that are used as part of the delivery must be approved by Brymore Academy in advance of the session.

Brymore Academy will ensure a member of staff accompanies all visitors. Visitors should not be alone with pupils/children unless the school has assured itself that the visitor has had the appropriate DBS check (or the visitor's employers have confirmed that their staff have appropriate checks).

The academy will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the Academy's Safeguarding Policy.

## Safeguarding, reports of abuse and confidentiality

Brymore Academy recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role we have in preventative education. We aim to educate and empower children to make informed decisions which minimises risk to their own safety, physical, mental and emotional wellbeing and that of others.

At Brymore Academy we will allow boys a safe and open forum in which to discuss potentially sensitive issues, whilst also educating children on the appropriateness of when and how to share such information to prevent further risk to themselves or others.

We are aware that education and discussion of the topics within the RSE curriculum can lead to increased safeguarding disclosures. Children will be made aware of the processes to enable them to raise their concerns or make a disclosure and how the disclosures will be handled. This will also include processes when they have a concern about a peer or friend.

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In line with the document Keeping Children Safe in Education (KCSIE), should a child inform staff or indicate that they or another young person is being abused or neglected, Brymore Academy's safeguarding policy will be followed.