

BWA RSE Policy 2023-24

Rationale and ethos

This policy covers Brooke Weston's Academy's approach to the planning and delivery of the RSE (Relationships and Sex Education) statutory curriculum. It was produced by Steph Schofield, the subject lead of PSHE, through consultation with the SLT lead Kate Jeyes, and with Principal Shaun Strydom.

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of; growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is an entitlement for all children and young people and must:

Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision.

Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experiences.

Include the development of skills to support healthy and safe relationships and ensure good communication about these issues.

Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media.

Provide opportunities for reflection in order to nurture personal values based on mutual respect and care.

Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner which is taught at what time in the curriculum

Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding.

Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision.

Be delivered by competent and confident educators.

Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by delivering the RSE to all pupils. We ensure RSE fosters gender equality and LGBT+ equality by integrating examples throughout the programme.

Roles and responsibilities

The RSE programme will be led by Kate Jeyes and Adam Marriott, SLT lead on RSE and Head of PSHE. The majority of the statutory provision will be taught through the discreet PSHE lessons and supplemented by the tutor time programme at Brooke Weston Academy delivered by tutors and through special year group assemblies. Every year group will also engage with a term of the PSHE elective. This will involve external speakers with expert delivery on topics within the curriculum. This will be embedded through follow up classroom lessons to support understanding. In addition, pupils will receive elements of the RSE requirements through their wider curriculum such as in Science, Food Technology, Physical Education, Performing Arts and English. Therefore teachers with the knowledge in these specific parts of the RSE curriculum will be delivering these lessons.

Citizenship and Personal Development teachers will continue to receive training on the delivery of RSE as part of their continuing professional development.

Legislation (statutory regulations and guidance)

We are required to teach RSE as part of the revised statutory guidance from the DfE (Department for Education). From September 2020, regulations and guidance state that 'all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum.

Parents right to withdraw their child

Parents have the right to withdraw their children from the non-statutory/non-science 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 the Appendix of this policy and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Curriculum design

Our RSE programme is an integral part of our whole school PSHE provision and will cover intimate relationships, boundaries and consent, sex in the media, peer pressure and periods.

The RSE curriculum has been designed to be inclusive and match the needs of our pupils. The programme will be taught through a range of teaching methods and selected resources, such as clips, will be used to support pupils understanding. The resources used in our RSE provision will be regularly reviewed.

The curriculum is designed to be responsive to the needs of our pupils and emerging safeguarding challenges to support pupils.

Safe and effective practice

We will ensure a safe learning environment by teachers and pupils agreeing to ground rules at the start of the topic, these have been agreed by staff delivering aspects of the RSE curriculum. Pupils' questions will be answered sensitively, and if a teacher does not know the answer they are advised to ask for time to seek guidance to ensure the correct answer is given.



Safeguarding	
<p>Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue, in these instances staff will follow the schools safeguarding policy. Any visitors or external agencies which support the delivery of RSE will be required to have an understanding of this policy.</p>	
Engaging stakeholders	
<p>Parents will be informed about the policy being made available on the website. The policy will be available to parents through the schools website. We are committed to working with parents and carers by giving them opportunities to share their opinions and taking these into consideration during our review process.</p> <p>We wish to work closely with parents to ensure that they are fully aware of what is being taught to which year groups and to provide them with additional resources and support.</p> <p>We will notify parents when Relationships and Sex education will be taught and what topics by sending letters to parents.</p> <p>Pupil and staff voice will be used to review and tailor our RSE programme to match the different needs of our pupils.</p>	
Monitoring, reporting and evaluation	
<p>The delivery of RSE is monitored by Kate Jeyes and Steph Schofield, by conducting learning walks and work scrutinises. Pupil and staff voice will be influential in adapting and amending planned learning activities during the review process.</p>	
Reviewed by Brooke Weston Academy SLT, Governors and PSHE lead	
Last reviewed: August 2023	Next review: August 2024

TO BE COMPLETED BY PARENTS

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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TO BE COMPLETED BY PARENTS

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