

# Relationships and Sex Education Policy 2019

*To be reviewed Winter Term 2021*



## 1. Rationale and Aim

Robert Bloomfield Academy (RBA) believes that relationships education (KS2) and relationships and sex education (KS3) is an integral entitlement of all pupils, and an integral part of each pupil's development, in preparation for adolescence and puberty and dealing with present and future relationships. It is embedded within the Personal, Social and Health curriculum and complies with the requirements of the DfE Sex and Relationship Guidance 2000. Relationships/ and Sex Education is to become statutory in September 2020; until new statutory guidance is published, the 2000 guidance should still be referred to. See Appendix A.

Relationships and Sex Education (RSE) describes the teaching and learning we offer to the young people in our academies, helping them to understand their own and others sexuality and to develop skills for relationships and informed decision making.

We believe that RSE is the entitlement of all young people and are committed to deliver it within the context of a broad and balanced programme of health education underpinned by values promoting equality and respect.

RBA aim:

- To ensure that RSE is integrated into the curriculum and not isolated, taken out of context or over emphasised in any way.
- To foster self-esteem and respect for others as the cornerstone of good health education and of therefore good sex and relationships education.
- To encourage personal responsibility in all forms of behaviour
- To encourage self-esteem.
- To encourage respect and consideration for others.
- To provide support and information for young people and their parents.
- To provide clear facts concerning sexual matters.
- To generate an atmosphere where questions and discussion on sexual matters can take place without embarrassment.
- To give the pupils the skills for dealing with their relationships they may experience in later life.
- To ensure that students feel safe and able to discuss their sexuality with others confidently.
- To ensure RSE fosters gender equality and LGBT+ equality (see Appendix D)
- To ensure that students with SEN feel able to contribute and feel that they are in an inclusive environment when discussing R/SE and its responsibilities.

The aim of this policy is to clearly communicate to staff, governors, parents, visitors and pupils the manner in which RSE will be delivered in this school.

## 2. Policy

The Relationships and Sex Education programme will be taught through specific PSHCE lessons, whereby the topics and themes will be built upon each year and covered in more depth. We are aware of and value the learning that takes place within the home and feel that this, along with school links, will provide knowledge, skills and attitudes which will allow the pupils to manage their lives in a responsible and healthy way. It is important to involve, inform and educate parents when necessary offering support and guidance where required.

## 3. Procedure

Please refer to Appendix B. The content of sex and relationship education will vary depending on age group.

## Specific Issues

Due to the nature and content of RSE, the following issues may arise.

Confidentiality and advice:

- Ensuring that pupils know that teachers cannot offer unconditional confidentiality.
- Reassuring pupils that their best interest will be maintained encouraging pupils to talk - to parents or carers and supporting them in this issue.
- Reassuring pupils, that if confidentiality has to be broken, they will be informed and supported.
- Any possibility of abuse will follow the school's Child Protection Procedure.
- Informing pupils of sources of confidential advice and help.
- Using ground rules, which should be set in the first lesson - refraining from use of names, no personal questions, etc.
- If there are any child protection disclosures made during RSE sessions that the school's Safeguarding procedures are followed accordingly.
- Training will also be given to staff (such as Prevent and Safeguarding) to ensure issues are dealt with effectively and sensitively.

## Relationships

Within the context of talking about relationships, children will be taught about a wide range of relationships, including same sex, and different family arrangements, emphasising the positive qualities of family life in all its forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

## Complaints procedure

Any complaints about the Sex Education curriculum should be made to:

### Lines of account

Head of PSHCE → Head of Year → Vice Principal

## Parental partnerships

We value and encourage our partnership with parents. Parents do have the right to withdraw their child from the RSE delivered through PSHCE but this does not extend to the Sex Education taught as part of the science curriculum. If parents wish to exercise this right, then they will need to express their wishes in writing and make an appointment to see the Principal in order to discuss the issues further.

## 4. Monitoring and Evaluation

The Head of PSHCE will be involved in the monitoring of RSE. The subject leader will also ask staff for feedback on lessons and schemes of work, in order to assess their success. Pupils will be asked for their evaluations on the RSE curriculum.

There is a link governor between the school and the governing body, who will meet with the head of department to discuss the outcomes of the monitoring.

## 5. Implementation and Review

This Policy will be given to all members of staff and the governing body. It will be published on the RBA website and a hard copy available on request from the RBA office.

## 6. Links to other Policies

PSHCE  
Equal Opportunities/Equality  
Safeguarding (Incorporating Child Protection)

**7. Author and Date** - Seema Crowley (Head of PSHCE)  
January 2021

Approved: Site Management Committee

## **Appendix A**

### **Sex and Relationship Education Guidance (DfEE 0116/2000) – Statutory Guidance for Schools**

1.31 Sexual orientation and what is taught in schools is an area of concern for some parents. Schools that liaise closely with parents when developing their sex and relationship education policy and programme should be able to reassure parents of the content of the programme and the context in which it will be presented.

1.32 Schools need to be able to deal with homophobic bullying. Guidance issued by the Department (Social Inclusion: Pupil Support Circular 10/99) dealt with the unacceptability of and emotional distress and harm caused by bullying in whatever form – be it racial...related to sexual orientation or for any other reason.

**Sex and relationships education (SRE) for the 21st century (2014) published by Brook ([www.brook.org.uk](http://www.brook.org.uk)) the PSHE Association ([www.pshe-association.org.uk](http://www.pshe-association.org.uk)) and the Sex Education Forum ([www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)) who have worked together to produce advice for schools which supplements the Statutory Guidance for schools.**

(Page 5) is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience.

(page 12) Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect, enabling schools to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Too often, groups of young people say they feel excluded in SRE lessons. For example, lesbian, gay and bisexual pupils (who make up approximately 10% of any school population) often report that their SRE is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively and that it fails to address sexual health issues linked to the range of sexual behaviours and activities that people encounter whatever their sexual orientation.

## APPENDIX B – ROBERT BLOOMFIELD ACADEMY

### Content

The Sex Education programme will be taught through specific P.S.H.E lessons, whereby the topics and themes will be built upon each year and covered in more depth. We are aware of and value the learning that takes place within the home and feel that this, along with school links, will provide knowledge, skills and attitudes which will allow the pupils to manage their lives in a responsible and healthy way. It is important to involve, whenever possible, and certainly inform parents.

Relationships and Sex education has three main elements:

#### a) Attitudes and values

- learning the importance of values, individuals' conscience and moral considerations.
- learning the value of family life, however their family is shaped, marriage and stable and loving relationships for the nurture of children.
- learning the value of respect, love and care
- exploring, considering and understanding moral dilemmas
- developing critical thinking as part of decision making
- developing a respect for the different types of relationships people can be involved in – same sex for example

#### b) Personal and social skills

- learning to manage emotions and relationships confidently and sensitively
- developing self-respect and empathy for others
- learning to make choices based on an understanding of difference and without prejudice
- being aware of the consequences choices make
- managing conflict
- learn how to recognise and avoid exploitation and abuse

#### c) Knowledge and understanding

- learning and understanding physical development at appropriate stages
- understanding human sexuality, reproduction, sexual health, emotions and relationships
- learning about contraception and support services
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay, and the avoidance of unplanned pregnancy

### Organisation

- Co-ordination is essential to ensure continuity and progression. The work is mainly co-ordinated by the Head of PSHCE, but the Head of Science is responsible for the Sex Education taught through the Science curriculum.
- Delivery is through planned aspects within the Science and PSHCE curriculum, addressing moral and ethical issues, which may arise from apparently unrelated topics in all National Curriculum subjects.
- Teaching approaches. A variety of teaching approaches are used to give pupils relevant information, to enable discussions and to acquire appropriate skills. Details can be seen in the schemes of work.
- Pupil grouping. Mixed ability grouping but if deemed appropriate then in single sex groups, which will both be subject to the same information.
- Resources: Wide ranges of resources available to teachers, visitors are also a valuable resource.
- Staffing: It is extremely important that staff feel comfortable with the subject matter, support is available to staff from the Head of Department and through in-service training.
- Time available: Relationships and Sex Education forms part of the PSHCE programme in every year group. In KS2 PSHCE, is taught for 1 hour each week, with the option of tutor time to build on the specific PSHCE time. Within KS3 it is taught through E4L, a mixture of RE and PSHCE. E4L is taught for 1 hour a week. Within each year group the Sex and Relationship topic can be spread over a half term.

**Relationships**

Within the context of talking about relationships, children will be taught about a wide range of relationships, including same sex, and different family arrangements, emphasising the positive qualities of family life in all its forms. They must be taught to recognise the need for commitment, trust and love in meaningful relationships.

**Parental partnerships**

We value and encourage our partnership with parents. In year 5, parents are given the opportunity to come and watch the videos that their children will see and to discuss with the co-ordinator any concerns they may have regarding Relationships Education.

Parents do have the right to withdraw their child from the SRRSEE delivered through PSHCE but this does not extend to the Sex Education taught as part of the science curriculum. If parents wish to exercise this right, then they will need to express their wishes in writing and make an appointment to see the Principal in order to discuss the issues further.