



Brookfields School

Relationships and sex education policy

Adopted: March 2020

Review date: March 2021

Brookfields School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social and health education (PSHE) curriculum very seriously. The school wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the sex education provision.

This policy is drafted by the PSHE Lead in consultation with the Headteacher. Parents are given the opportunity to discuss this policy at parents' evenings or on request, and teaching and non-teaching staff are invited to discuss it during training sessions. The policy is reviewed and approved by the Academy Council annually.

1. Policy aims

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is also about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. RSE will outline the importance of marriage for family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually aware at a young age. The aim of this policy is to ensure that the right provision is in place so that pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect their bodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

In summary we aim 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

- o Teach pupils the correct vocabulary to describe themselves and their bodies

Sex and Relationships education in Brookfields School is embedded in, and builds on our comprehensive programme of Personal, Health, Social and Citizenship Education (PSHE).

2. Roles and responsibilities

School staff

It is important that *all* school staff feel comfortable to take PSHE classes and answer questions from pupils. If the teacher does not feel confident leading RSE discussions then that is likely to be reflected by the pupils, and their learning will be compromised. The school provides regular professional development training in how to deliver sex education; this includes sessions on confidentiality, setting ground rules, handling controversial issues, responding to awkward questions and an introduction to the rationale of why teaching RSE is so important. There are certain members of the school teaching team, such as the Subject Lead, who will hold more responsibility for ensuring that the school's sex education provision is relevant to our pupils and effective, but this is generally a responsibility for all staff members and the school expects staff to voice opinions and share expertise in this area.

Academy Councillors and senior leaders will:

- Develop this school policy and review it on a yearly basis. This policy is developed in consultation with school parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to sex education.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensure that sex education is age-relevant, in line with the understanding levels of individual pupils and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Support parental involvement in the development of the RSE curriculum.
- Ensure that their personal beliefs and attitudes will not prevent them from providing a balanced RSE in school.
- Communicate freely with staff, parents and the Academy Council to ensure that everyone is in understanding of the school policy and curriculum for sex education, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate. We want the provision of sex education at home to be complementary to the provision the school provides, and this should be clearly communicated to parents and additional support given where necessary or requested.

All staff will:

- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the PSHE Subject Leader.
- Attend and engage in professional development training around sex education provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to their manager. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures. At all times the schools Safeguarding procedures should be followed.
- Provide regular feedback to the subject leader and senior leaders on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities. If teachers need support in this area, they should speak to the Subject Leader.

Pupils

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

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to sex education or otherwise. Conversations of this nature between staff and pupils will be held in confidence but staff will follow the schools Safeguarding Procedures if they have any concerns.

Parents

The school works alongside parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE. Parents are also encouraged to seek additional support in this from the school where they feel it is needed. For information on accessing school support, see section 5.

Parents are made aware of individual PHSE targets during IEP meetings, home-school liaison and annual reviews and parents' evenings. Curriculum details can be found in the PSHE subject statement and curriculum maps on the school website.

3. Implementation and curriculum

It is important that we implement our RSE policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships. It is important that pupils know the difference between fact, opinion and belief.

The scheme of work will form the basis of planning for PSHE. The scheme is supported by Equals, Development Matters, SMSCD coverage document, B squared and the CHES syllabus.

Multiagency Working

We may invite other professionals into school to talk on issues related to sex and relationships. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can best support the children's learning. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PSHE Lead or member of SLT.

Differentiation of the curriculum

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

The school will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- interactive teaching methods
- use of expert guest speakers
- practical activities
- using DVDs or video
- small group and individual activities.

Withdrawal from RSE

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school. It is, however, a statutory right of parents or carers to withdraw the children in their care from RSE. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum science.

Any parent wishing to withdraw their child from RSE should contact the Headteacher who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **school's behaviour policy**. This can be accessed on the school website or a hard copy is available on request from the school office.

Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All staff within Brookfields undertake regular Safeguarding training in line with national expectations and the school's policy.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** should be followed. This can be accessed on the school website or a hard copy is available on request from the school office.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. If there is a child protection concern, the information must be logged on CPOMS and shared with schools Designated Teacher for Child Protection as is outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's **staff discipline, conduct and grievance procedures**.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:

- Immediately identify this as a child protection issue as our pupils are under the age of 13 years and this will be dealt with under child protection procedures.

Staff and families must note that pupils with special educational needs are more vulnerable to exploitation and less able to protect themselves from harmful influences.

4. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our

pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum annually and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- feedback from parents
- feedback from pupils
- feedback from staff
- classroom observations.
- planning scrutiny

The school will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

5. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to sex education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. As a school we will do our utmost to support pupils and their families through our curriculum and school-based work, through interventions for individual pupils, through our intensive Family Support, through signposting relevant agencies and school run training and workshops.

Signed by:

Head teacher _____

Chair of Academy Council _____

This policy will be reviewed annually