BRENT KNOLL SCHOOL

BE THE BEST THAT WE CAN BE

Staff responsible	Abi Hubbert/Kate Nicklin
Date of policy/last review	06/06/2023
Governing body ratified	01/07/2020
Chair of Governors	*[signature: Laura M Deitz]*
Review cycle	1 year
Next review	06/06/2024

1.   Aims

1.1 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2.   Statutory requirements

2.1 As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.
In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
At Brent Knoll School we teach RSE as set out in this policy.

2.2 As a maintained secondary school we must provide RSE to all pupils as per the Children and Social work act 2017.
In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3.   Policy development

3.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
1. Review – A working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback about the policy
4. Pupil consultation – we investigated pupil views in relation to RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4.   Definition

4.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

4.2 RSE involves a combination of sharing information, and exploring issues and values.

4.3 RSE is not about the promotion of sexual activity.

5.   Curriculum

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

5.2 We have developed the curriculum in consultation with parents, pupils and staff, 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.

5.3 Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (this is statutory within Health Education therefore cannot be withdrawn from)
- How a baby is conceived and born (this is covered in the National Curriculum for Biology so cannot be withdrawn from)
- For more information about our curriculum, see our curriculum map in Appendix 1.

6.   Delivery of RSE

6.1 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).

6.2 Pupils also receive stand-alone sex education sessions delivered by a trained health professional.

6.3 Primary phase
Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

6.4 Secondary phase
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

6.5 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).

7. Roles and responsibilities

7.1 The governing board

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

7.2 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).

7.3 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.

7.4 Pupils

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

8. Parents' right to withdraw

8.1 Primary phase

Parents' do not have the right to withdraw their children from relationships education.

Adapt this section if your school does not provide any sex education that is in addition to that covered in the science curriculum.

Parents' have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

8.2 Secondary phase

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. *If parents wish to withdraw their child there is an expectation that this information will be shared by parents themselves at home using materials provided by the school.

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.

9. Training

9.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

9.2 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.

10. Monitoring arrangements

10.1 The delivery of RSE is monitored by Abi Hubbert (KS1-2 PHSE coordinator) and Kate Nicklin (KS 3-4 coordinator) through:
- planning scrutiny
- learning walks
- work scrutiny

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

10.3 This policy will be reviewed annually by the PHSE Co-ordinators. At every review, the policy will be approved by the Children, Families and Communities Committee.

Relationships and sex education curriculum map

Year Group	Autumn **Relationships**	Spring **Living in the Wider World**	Summer **Health & Wellbeing**
Year 7	**Families & Friendship** *Building appropriate relationships (to include online).* **Safe Relationships** *Understanding curiosity about romance, safe boundaries and respect.* **Respecting Ourselves & Others** *Recognising and developing feelings of self-worth.*	**Belonging to a Community** *Team work activities – understanding role in class community.* *Understanding prejudice and celebrating Diversity.* **Media Literacy & Digital Resilience** *Using the internet and digital devices to research local area.* **Money & Work** *Why do we need money? Money recognition. Saving for a purpose.*	**Physical Health & Mental Wellbeing** *Exploring healthy routines & lifestyles.* **Growing & Changing** *Changing hygiene needs with the onset of puberty.* **Keeping Safe** *Personal safety in and out of school.* *What is unwanted contact and how to deal with it.*
Year 8	**Families & Friendship** *Relationships within families – who do we trust and why?* *Recognising appropriate behaviour.* **Safe Relationships** *Who can I let get close to me?* *Understanding 'consent' in a variety of situations.* **Respecting Ourselves & Others** *Recognising discrimination in all its forms, begin to show tolerance to others.*	**Belonging to a Community** *Recognising different careers in the local community.* *Introducing equal opps for all.* **Media Literacy & Digital Resilience** *Online safety – recognising the risks and how to manage them appropriately.* **Money & Work** *Different career and life choices.* *Different types of work.*	**Physical Health & Mental Wellbeing** *Mental health and emotional wellbeing – recognising emotions and know coping strategies.* **Growing & Changing** *Having a healthy body image and self-esteem. Being able to recognise what they like about themselves and others. Celebrate diversity.* **Keeping Safe** *Alcohol and drugs misuse, understanding risks to selves and others.*
Year 9	**Families & Friendship** *Families and parenting – what makes a good parent?* *How do we manage conflict resolution?* **Safe Relationships** *What does a healthy relationship look like?* *Relationship choices – knowing that people have preferences in their choices (exploring all types of relationships)*	**Belonging to a Community** *Understanding own responsibilities in the communities that we belong to.* **Media Literacy & Digital Resilience** *How to keep online presence safe and appropriate.* **Money & Work** *To begin to prepare for transition to KS4 and understand the changes to the school day.*	**Physical Health & Mental Wellbeing** *Knowing the importance of diet, exercise, lifestyle balance and healthy choices.* **Growing & Changing** *Changing friendships and recognising what is healthy and unhealthy.* *Peer influence and how to be assertive (to inc: substance misuse and gang exploitation)*

	Exploring trust and respect in a relationship with a partner. **Respecting Ourselves & Others** *Understanding what is meant by 'sexting' the legal implications and the long term consequences of sharing inappropriate images.*	*Beginning to develop an understanding for life beyond school.*	**Keeping Safe** *Learning and developing basic First Aid skills.*
Year 10	**Families & Friendship** *How do relationships with families change over time? Changing needs.* **Safe Relationships** *How do intimate/loving relationships change over time?* *What makes a healthy relationship?* *Understanding the difference between love and exploitation.* **Respecting Ourselves & Others** *Healthy relationships – intimacy and expectations (to inc – appropriate/inappropriate sexual behaviours, mutual respect, consent and contraception.*	**Belonging to a Community** *Communities I belong to. What does belonging mean?* *Challenging extermism* **Media Literacy & Digital Resilience** *The influence and impact of drugs, gangs and role models portrayed via the media versus the reality.* **Money & Work** *Preparation for work experience and readiness for work.*	**Physical Health & Mental Wellbeing** *Understanding what is meant by mental health and the associated stigmas.* *Knowing the importance of good mental health and where to find support.* **Growing & Changing** *Learning skills for life (inc – independence, household skills and within the community)* **Keeping Safe** *How to keep safe in the community – towards independence.*
Year 11	**Families & Friendship** *Different families (to inc all relationship choices and single parent families) and parental responsibilities* **Safe Relationships** *Changing relationships and coping mechanisms – to include: pregnancy, marriage and forced marriage.* **Respecting Ourselves & Others** *Communication within a relationship – mutual choices (emphasis on feeling safe, respected and trusted {mutual})* *Assertive communication in relation to contraception and sexual health.*	**Belonging to a Community** *To play a part as an active citizen in the local community.* **Media Literacy & Digital Resilience** *How to locate a range of support, help and advice online (Towards Independence)* **Money & Work** *Next Steps – Understanding application processes and skills for further education and employment.*	**Physical Health & Mental Wellbeing** *Knowledge of how to cope with periods of transition and change – strategies for managing stress.* **Growing & Changing** *Recognising that life beyond school will be different and how to prepare and plan for change.* **Keeping Safe** *Knowing about safety issues in independent contexts and being able to practice in real life scenarios.*

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

TOPIC	PUPILS SHOULD KNOW
	• What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
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 their 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 of 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); and, how to 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 and the management of conflict, 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 cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how 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

TOPIC	PUPILS SHOULD KNOW
	• 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 FGM, 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 • 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 to 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 (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through 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 advice and treatment

Parent form: withdrawal from sex education within RSE

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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom