



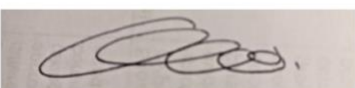
BJS Federation of Schools

Relationships and Sex Education Policy

Policy Adopted: Summer 2023

Signed: 

Ms A. Parker Executive Headteacher

Signed: 

Ms T. Wakefield Chair of Teaching & Learning & Wellbeing Committee

1. Introduction

1.1 This policy has been written after consultation with parents, teaching and non-teaching staff, governors and the Healthier Schools Partnership and has been informed by the findings of the needs assessment carried out with pupils, parents and staff.

1.2 It is the governors' responsibility to ensure that the policy is carried out effectively and that the resources used are appropriate to the age and maturity of the pupils.

1.3 The policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding RSE and that pupils receive their educational entitlement. It is therefore important that staff and visitors understand that they have a responsibility to implement this policy.

2. Morals/Values Framework

2.1 The BJS Federation of Schools follow the framework outlined by the government for the teaching of morals and values so that teachers are not seen as working to their own agenda. The DfE guidance 2000 states:

2.2 "Parents and pupils may need to be reassured that the personal beliefs and attitudes of the teachers will not influence the teaching of Relationships and Sex Education within the PSHE framework...Teachers and all those contributing...are expected to work within an agreed values framework as described in the school's policy, which must be in line with current legislation."

2.3 The BJS Federation strives to provide an environment in which every-one is valued and respected, where individuals are catered for and their differences are viewed positively. We place great importance on collective participation: all are respected and listened to.

3. Why is RSE important?

3.1 The biological facts of human reproduction are to be found in the Science orders. So why do we need RSE as well?

3.2 At the BJS Federation we aim to discover and develop the whole child. Relationships and Sex Education needs to be in the wider context of becoming aware and confident enough to develop and maintain many types of healthy relationships. Our teaching of RSE includes planned opportunities to support that development, enabling children to participate more effectively in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support they need to grow and develop.

3.3 The DfES Guidance supports this philosophy, "Effective Relationships and Sex Education is essential if young people are to make responsible and informed decisions about their lives."

4. Links

4.1 With policies: In line with government guidance the RSE provided by The BJS Federation is firmly rooted in the PSHE framework and the policies for each are linked. It also complements the behaviour, pastoral care, child protection and equal opportunities policies.

4.2 With other curriculum areas: As with PSHE, RSE is cross-curricular. It links to English, science, RE and History among others.

4.3 PSHE: Assemblies, playtimes, peer mentoring, and work with our inclusion staff all support our work in RSE.

5. Aims of RSE

5.1 "Effective RSE does not encourage early sexual experimentation. It should teach young people to respect themselves and others." DfEE guidance 2021.

5.2 At BJS Federation of Schools, we believe that through increasing awareness and sensitivity to others and by nurturing self-esteem, we are supporting children in their development of healthy and balanced relationships.

5.3 We encourage and support the partnership between home and school. We want parents to feel comfortable answering questions honestly.

5.4 Taking into account the age, maturity and needs of the pupils, RSE aims to-:

- Help and support pupils through their moral and social development so that they learn to respect themselves and others
- Ensure pupils have knowledge so that they understand and therefore, are able to take responsibility for the consequences of their actions.
- Provide a secure environment in which pupils can ask questions and discuss sensitive issues
- Correct misunderstandings and address concerns that may be gathered from their peers and the media
- Give clear information' developing an awareness and understanding of the human body
- Support pupils to understand and express their feelings by providing the vocabulary and developing confidence and communication skills
- Develop an understanding and valuing of others' beliefs, needs and feelings
- Equip pupils with the skills needed to develop a range of relationships
- Develop respect and sensitivity to others through a knowledge of difference
- Develop an understanding of the individual's ability to make healthy choices
- Prepare pupils for the emotional and physical changes ahead of them.

5.5 Provide information about agencies that can give support and information on health and related issues.

6. Content

6.1 Throughout the Federation pupils should be taught:

- That humans move, feed, grow, use their senses and reproduce
- To recognise, name and compare the main parts of the body
- That humans and animals can produce babies and that these grow into children and then adults
- To recognise the similarities and differences between themselves and treat others with sensitivity
- That the life processes common to humans and other animals include growth, nutrition and reproduction

6.2 About the main stages of the human life cycle 6.2 Pupils will be made aware of:

- The importance of health and hygiene
- Developing feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- How to develop the skills to be effective in all relationships
- The physical, emotional and social changes that take place around puberty
- The range of attitudes, beliefs and values that people have and how these influence relationships
- There are different types of families who love and care for children and that all families should be respected equally

7. Organisation of RSE

7.1 RSE is co-ordinated by the PSHE co-ordinator and will be delivered by the class teacher with support from the co-ordinator and other outside agencies as appropriate to complement teacher input. Any outside agencies involved will work within the school guidelines.

8. Delivery

8.1 The teaching of Sex and Relationship Education in BJS Federation is an important aspect of pupil's education and is concerned with informing children honestly and appropriately so that they make safe choices later in life. RSE includes planned opportunities to support the development of their self-confidence and relationships, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support they need to grow.

8.2 The Schemes of work will be delivered in a variety of ways using a range of teaching and learning styles to support pupil participation and the development of skills, attitudes and key knowledge. There may be times when single gender groups are more appropriate. Ways of delivering the curriculum include:

- Through the RSE scheme of work from Reception to Year 6
- Through discussions, stories, circle times and class stories (where necessary a 'question box' will be available for children to post anonymous questions that they may be embarrassed to ask in class)
- Through the National Curriculum Science Orders
- Workshops from external agencies where appropriate

9. Assemblies

9.1 The children are constantly asked to broaden their understanding of how to consider and care for others, through their interaction with each other in the playground, in the corridor when they work with the learning mentors, in class and through curricula areas such as English and RE.

9.2 Staff will need professional development opportunities to ensure they can deliver the contents of this policy.

9.3 Pupils cannot be withdrawn from any teaching that is part of the National Curriculum. Parents can withdraw their children from elements that fall outside it. Any parent wanting to withdraw their child should discuss this with the Executive Head Teacher or Head of School.

10. Harassment and bullying

10.1 Pupils come from a variety of backgrounds and are entitled to learn in a supportive environment, free from fear. Some pupils may use terms associated with sexuality as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference is an important aspect of education and will be explored appropriately.

11. Assessment

11.1 The RSE scheme of work provides learning objectives and assessment opportunities. The scheme is planned to ensure progression and to build upon previous learning. This will include self-assessments, teacher judgements and work produced. Progress in this subject will be reported back to parents as part of the PSHE curriculum in reports and on parents evenings as appropriate.

12. Monitoring and evaluating the policy

12.1 The school wide community will be consulted about the implementation of the policy. Evidence will show how the policy supports, informs and is meeting pupil need.

13. Answering difficult questions

13.1 Questions may be asked to the teacher, external agency or through a question box. Questions will be responded to sensitively and factually, using the staffs' professional judgement. If there are any concerns about answering a question, senior management advice will be sought as soon as possible, but the ground rules laid out at the beginning of each session will minimise this risk.

14. Child protection and Confidentiality

14.1 The school is legally required to follow child protection procedures. Whilst encouraging a trusting relationship between staff and pupils, it is important to remember that complete confidentiality cannot be offered. Staff will make judgements in the light of their knowledge of the individual and their circumstances. Should there be concerns about an individual's response, staff will consult the Executive Head teacher or Head of Schools.

14.2 This policy will be reviewed every other year.

15. Equal Opportunities

15.1 Effective education in this area will take place in a safe environment where pupils can discuss the subject sensitively and ask appropriate questions. Children will be given an opportunity to ask any individual questions through a question box anonymously if they wish. Teachers will be able to give balanced and factual information. This will be at a level appropriate to the whole class.

16. Children with Special Educational Needs and Disabilities (SEND)

16.1 At the BJS Federation we understand that some children will not be able to access mainstream lessons relating to a wide range of subjects, including RSE. In this instance it may be necessary to deliver a bespoke curriculum to an individual or a group of child with SEND, pitched at a level which they will understand and be able to fully access. This will be done in a well-planned and sensitive way and outside agencies such as a speech and language therapist may be involved in supporting the adults in school who deliver this differentiated curriculum.

16.2 Documents informing the requirements concerning RSE

The Education Reform Act 1988: the school must provide a broad and balanced curriculum

The Children's Act 1989: child protection and the rights of the child

The Education Act 1996: encompasses all previous acts for the teaching of RSE

Curriculum 2000 Science Orders

PSHE and Citizenship Stages 1 and 2

DfE Guidance 2021