

Title	Relationships, Sex and Health Education
Associated Policies	<ul style="list-style-type: none"> • Online Safety (TPO/STU/12) • Safeguarding and Child Protection (TPO/HS/05) • Equality Policy (TPO/EO/01) • Special Educational Needs (TPO/STU/05)

REVIEWED: NOVEMBER 2023

NEXT REVIEW: NOVEMBER 2024

1. Policy Statement

- 1.1 Relationships Education, Relationship and Sex Education and Health Education forms an integral part of Personal, Health and Social Education (PHSE) and Citizenship programmes.
- 1.2 The aims of the Relationships Education, Relationship and Sex Education and Health Education programmes at Brooke Weston Trust academies are to:
 - Provide a framework in which sensitive discussions can take place relating to these subject areas
 - Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene
 - Help students develop feelings of self-respect, confidence and empathy
 - Create a positive culture around issues of sexuality and relationships
 - Teach students the correct vocabulary to describe themselves and their bodies
 - Provide students with information about physical health and mental wellbeing in order that they can make good decisions about their own health and wellbeing
- 1.3 Through this policy, it is intended that students are well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- 1.4 The programme will be appropriate to the maturity and individual needs of students at various stages of their development, particularly tailored for primary and secondary aged students, and will be made accessible to all students.
- 1.5 Through the delivery of these programmes, Brooke Weston Trust academies will teach students the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This includes age and stage appropriate information relating to sexual violence, sexual harassment and online abuse. Students will be informed how to report concerns and seek advice when they suspect or know that something is wrong.
- 1.6 Brooke Weston Trust academies will respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of its students.
- 1.7 Staff, including, welfare and social workers, health visitors, doctors and any others with expertise to offer in this area of education, may be approached and asked for advice.

2. Who does this policy apply to?

- 2.1 This policy applies to all Trust teaching and support staff involved in the preparation and delivery of the Relationships Education, Relationships and Sex and Education and Health Education programmes in Brooke Weston Trust academies.
- 2.2 Other staff with responsibility for student care must be aware of the policy and the potential implications of raised awareness of issues on individual students.

3. Who is responsible for carrying out this policy?

- 3.1** The implementation of this policy will be monitored by each Academy's Senior Leadership Team and governors and remain under constant review by Brooke Weston Trust (Safeguarding Review Group).
- 3.2** Each academy's local governing body are responsible for ensuring:
- the subjects are well led, effectively managed and well planned;
 - the quality of provision is subject to regular and effective self-evaluation;
 - teaching is delivered in ways that are accessible to all pupils with SEND;
 - clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
 - the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- 3.3** The Principal of each Academy is responsible for ensuring that Relationships Education, Relationships and Sex and Education and Health Education is taught consistently across each Academy and for managing requests to withdraw student from the non-statutory components of RSE (see paragraph 11).
- 3.4** The Head of PSHE/Head of Personal Development/equivalent in each school is responsible for co-ordinating and developing the Programme of Study for PHSE and to ensure that the Relationships Education, Relationships and Sex and Education and Health Education programme is consistent with the principles outlined in this policy.
- 3.5** Staff are responsible for:
- Delivering Relationships Education, Relationships and Sex and Education and Health Education in a sensitive way
 - Modelling positive attitudes to Relationships Education, Relationships and Sex and Education and Health Education
 - Monitoring progress
 - Responding to needs of individual students
 - Responding appropriately to students 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 Principal.

- 3.6** Students are expected to engage fully in Relationships Education, Relationships and Sex and Education and Health Education and, when discussing issues related to RSE, treat others with respect and sensitivity. Refer to paragraph 11 for further information about students opting out of the non-statutory components of RSE.

4. What are the principles behind this policy?

- 4.1** Brooke Weston Trust will adhere to the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations (2019), made under the section 34 of the Children and Social Work Act 2017, which states Relationships Education is compulsory for all students receiving primary education and Relationships and Sex Education (RSE) compulsory for all students receiving secondary education.
- 4.2** Brooke Weston Trust academies will comply with the relevant provisions of the Equality Act 2010 with regards to the delivery of these programmes. In the development and implementation of these programmes, academies will consider the makeup of their own student body, including the gender and age range of their pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.
- 4.3** These programmes 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.

- 4.4 We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.
- 4.5 At the heart of these subjects is a focus on keeping children safe. Any safeguarding concerns will be handled through the Safeguarding and Child Protection Policy (TPO/HS/05).

5. Relationships Education (Primary)

- 5.1 All Brooke Weston Trust primary schools provide relationships education to all students in accordance with the above requirements.
- 5.2 Relationships education will focus on teaching the fundamental building blocks and characteristics of positive relationships including:
- Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe and how to recognise and report abuse
 - Positive emotional and mental wellbeing
- 5.3 Please refer to each individual Academy's Relationships Education statement for further information on:
- How the subject is taught and responsibility for teaching it
 - How the subject is monitored and evaluated
 - The scheme of work, accounting for age of the student
 - How delivery of the subject will be made accessible to all students
 - How the school will handle/manage difficult questions by students i.e. questions which are out of scope for what is required to be delivered under Relationships Education

6. Sex Education (Primary)

- 6.1 All schools will deliver a science and Personal, Social, Health and Economic curriculum which will include elements of sex education. Sex education is not compulsory and parents can request for their child to be withdrawn from sessions covering this topic.
- 6.2 The science and Personal, Social, Health and Economic curriculum delivered in each Academy will reference such subject content within sessions relating to the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Please refer to the individual Academy's Relationships Education statement for further information. All Brooke Weston Trust primary academies deliver the sex education programme tailored to the age and the physical and emotional maturity of their students.

7. Relationships and Sex Education (Secondary)

- 7.1 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 and how to recognise and report abuse
 - Positive emotional and mental wellbeing
 - Intimate and sexual relationships, including sexual health and consent
- 7.2 Please refer to each individual Academy's Relationships Education statement for further information on:
- How the subject is taught and responsibility for teaching it
 - How the subject is monitored and evaluated

- The scheme of work, accounting for age of the student
- How delivery of the subject will be made accessible to all students
- How the school will handle/manage difficult questions by students i.e. questions which are out of scope for what is required to be delivered under Relationships Education

7.3 Through RSE BWT academies will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This includes sexual violence, sexual harassment, and online abuse. Students will be informed how to report concerns and seek advice when they suspect or know that something is wrong.

7.4 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.

7.5 Through this policy, students should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.

8. Physical Health and Mental Wellbeing

8.1 Through the delivery of the curriculum within each Brooke Weston Trust academy with regards to physical health and mental wellbeing, it is intended that students are enabled to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

8.2 In the delivery of this curriculum, all Brooke Weston Trust academies encourage openness which enable students to feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

8.3 Puberty including menstruation will be covered in Health Education and should, as far as possible, be addressed before onset. With regards to menstruation, key facts about the menstrual cycle will be shared with students including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, all Brooke Weston Trust academies will make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.

9. Physical Health and Mental Wellbeing – Primary

9.1 The focus in Brooke Weston Trust primary schools will be on teaching the characteristics of good physical health and mental wellbeing.

9.2 Students will be provided with information relating to the benefits and importance of:

- daily exercise
- good nutrition
- sufficient sleep
- self-care and personal hygiene
- hobbies, interests and participation in their own communities

In addition to providing students with the language and knowledge to understand the normal range of emotions that everyone experiences.

9.3 Please refer to each individual Academy's Physical Health and Mental Wellbeing statement for further information.

10. Physical Health and Mental Wellbeing – Secondary

10.1 Brooke Weston Trust secondary schools will focus on enabling students to make well-informed, positive choices for themselves when discussing content related to health and wellbeing education.

- 10.2** Teaching will build on content discussed at primary school level (see paragraph 9) and introduce new content depending on age and maturity.
- 10.3** Please refer to each individual Academy's Physical Health and Mental Wellbeing statement for further information.

11. Inclusivity

- 11.1** As set out in section 4, all academies will ensure that an inclusive approach is adopted in delivering the RSE curriculum. Academies will deliver these topics in a manner that:
- Considers how a diverse range of pupils will relate to them
 - Is sensitive to all students' experiences
 - During lessons makes students feel safe and supported as well as able to engage with the key messages.
- 11.2** Our academies will ensure that students learn about these topics in an environment that is appropriate for them, for example in:
- A whole class setting
 - Small groups or targeted sessions
 - 1-1 discussions
 - Digital formats
- with consideration to the level of differentiation required.

12. Use of resources, external organisations and materials

- 12.1** Our academies will consider whether any resources we plan to use:
- Are aligned with the requirements as set out in the statutory RSE guidance
 - Would support students in applying their knowledge in different contexts and settings
 - Are age and stage appropriate, with consideration also of the background of our students
 - Are evidence-based, contain robust facts and statistics and are from credible sources
 - Are compatible with effective teaching approaches
 - Are sensitive to students' experiences
- 12.2** With regards to use of external organisations and materials, we will ensure these are in line with our legal duties around political impartiality and do not undermine the fundamental British values.
- 12.3** Our academies will ensure that, through a robust review of the content, materials, online searches of the agency, the approach taken by any external agencies fulfils the criteria as set out in paragraph 12.1, but that they also comply with:
- This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- 12.4** Copyright restrictions do not prevent parents from seeing RSHE materials that are being used in the classroom.

13. Parents' rights to withdraw/be excused from sex education**13.1 Primary**

- Parents do not have the right to withdraw their children from relationships education
- 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 1 of this policy and addressed to the Principal.

13.2 Secondary

- 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. 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 1 of this policy and addressed to the Principal. A copy of the withdrawal requests will be placed on the student’s educational record. The Principal will discuss the request with parents and take appropriate action.

14. Training

- 14.1** Staff are trained on the delivery of RSE as part of their induction and it is included in the academies’ continuing professional development calendar.
- 14.2** The Principal will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15. Policy Review

- 15.1** This policy will be reviewed annually as part of the Trust’s internal review.

Document Control

Date of last review:	November 2023	Author:	ACH
Date of next review:	November 2024	Version:	6
Approved by:	SDG	Status:	Statutory

Summary of Changes

- V5:**
- 1.5 Inserted reference to sexual violence, sexual harassment, and online abuse
 - 4.4 Added commitment to ensuring we meet our legal requirements around political impartiality
 - 7.1 Inserted reference to consent
 - 7.3 Inserted reference to sexual violence, sexual harassment, and online abuse
 - Section 11 Inserted section on inclusivity, outlining how our academies ensure the curriculum is accessible and delivered sensitively to our students
 - Section 12 Inserted section on ensuring use of resources that are accessible, credible, do not undermine British Values and comply with various legislation including the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996
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- V6:** Clarification added around copyright restriction for RSHE materials **(12.4)**

Appendix 1 – Request to withdraw student from sex education

To be completed by parents:			
First Name (please print):	<input type="text"/>	Surname (please print):	<input type="text"/>
Name of Parent/Carer:	<input type="text"/>	Class:	<input type="text"/>
Reason for withdrawing from sex education within relationships and sex education	<input type="text"/>		
Any other information you would like the Academy to consider:	<input type="text"/>		
Parent/Carer Signature:	<input type="text"/>	Date:	<input type="text"/>

Form to be returned to the c/o Principal of the Academy.

To be completed by the school:	
Agreed actions from discussion with parent/carer:	<input type="text"/>
Date of agreement:	<input type="text"/>