



ASTON FIELDS MIDDLE SCHOOL

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY

Review date: September 2024

Cycle: 1 year

Date of next review: September 2025



Relationship and Sex Education (RSE) Policy

This policy has been written in conjunction with the 5 Bromsgrove middle schools. Parents/carers were consulted during the process. The policy came into force on 1st September 2020.

Rationale and Ethos:

We believe Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At Aston Fields Middle School, RSE is centred on personal safety, caring for others and building strong relationships. This is coupled with teaching pupils about the human body and its changes during puberty, including information about reproduction, control of fertility and sexual health, sexuality and sexual relationships.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. We aim to inform pupils, presenting relevant facts in an objective and balanced manner. Aston Fields Middle School will help young people learn to respect themselves and others, enabling them to move with confidence through childhood and the beginning stages of adolescence, empowering them with the knowledge and confidence to prepare them for their journey to adulthood.

Intended outcomes for RSE at Aston Fields Middle School will enable:

- Opportunities to clarify some of their attitudes towards friendships, sexuality and gender.
- Opportunities to discuss some moral issues – hearing the points of view of others and respecting other peoples’ decisions, rights and bodies.
- A chance to explore ideas about family, parenting and the ways in which people care for each other.
- A safe environment for pupils to understand their bodies and bodily functions.
- Provide information which is realistic and relevant, and which reinforces positive social norms.
- The promotion of positive mental well-being and self-perception.

In the Personal Social Health Education (PSHE) programme we select activities and resources which are age, experience, and culturally appropriate. Objective discussion of diversity in sexual orientation will be addressed in order to meet the needs of all pupils.

Teaching will reflect the society that we now live in, including ensuring that RSE fosters gender equality and LGBT+ equality by teaching about LGBT+ people, relationships and families.

Roles and Responsibilities

Governing Body

The Governing Body will ensure that:

- The implementation of the RSE policy is monitored and reviewed as part of the governing body annual review of policies.
- The content, delivery and all materials related to RSE are in accordance with the school’s ethos and enable the school to fulfil its legal obligation.



Assistant Headteacher/ Designated Safeguarding Lead

The Assistant Headteacher/ Designated Safeguarding Lead will ensure that:

- When required, members of staff are given training so that they can teach effectively and handle any difficult issues with sensitivity.
- The school is compliant with the Equality Act 2010, under which sexual orientation and gender reassignment are amongst protected characteristics.
- The teaching of LGBT+ is embedded within programmes of study and not delivered as a stand-alone unit or lesson.
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils.
- Liaison is made with external agencies who work with pupils on the issues of RSE and ensure that they are aware of the school policy, and work within the framework.
- Clear information is available for parents/carers on the subject content (this is available within this policy document).

PSHE Lead

The **PSHE Lead** will ensure that:

- All planning for the RSE curriculum across all 4 year groups will be provided, along with appropriate resources to deliver the programme.
- All training required by teaching staff will be provided, either personally or through wider networks.
- The teaching of RSE is monitored to ensure that it is delivered according to the RSE curriculum and programme of study (implementation).
- The impact of the RSE curriculum enables all pupils to achieve expected outcomes.
- Liaison within STLP will be undertaken to ensure best practice across the partnership.

Staff

All **staff** will ensure that:

- Ground rules are negotiated with the group before embarking upon lessons of a sensitive nature, so that both the staff and pupils can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or lack of respect.
- All pupils are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence, trust and support.
- All pupils understand the importance of equality, trust and respect.
- Their teaching is sensitive and age appropriate in approach and content.
- At all times, teaching will take place in the context of an explicit moral framework.
- All points of view they may express during the course of teaching RSE are unbiased and free from personal opinion.
- The teaching of RSE is delivered in ways that are accessible to all pupils.
- The emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices.
- Issues of stereotyping, sexual equality, harassment, rights and legislation underpin the teaching of RSE.



- Where appropriate they direct pupils to seek advice and support from an appropriate agency or individual. It is inappropriate for staff to give pupils personal advice on matters of RSE.
- Where a pupil has made it known that they have embarked on a course of action likely to place them at risk, the member of staff will ensure that the pupil is aware of the implications of their behaviour/disclosure. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- A level of mutual respect is upheld with pupils in regard to the personal, private lives and opinions of staff.

Parents/Carers

The School acknowledges the key role that parents/carers play in the development of their children's understanding about relationships. Parents/carers are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All **Parents/Carers** will be:

- Enabled to understand the purpose and content of Relationships and Sex Education (information is available within this policy document).
- Able to discuss any concerns directly with the school.
- Encouraged to support the school in delivering this sensitive and statutory part of the curriculum and be open to discuss lesson content with their children.

Legislation

All schools (maintained and academies) are required to teach RSE as part of the introduction of compulsory relationships and sex education (RSE) and health education in schools from September 2020. The legislation introduces three new statutory subjects: Relationships Education for primary; Relationships and Sex Education for secondary; and, Health Education for both. These subjects will be part of the basic school curriculum, not the National Curriculum, and will be **statutory** in all schools.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance RSE for the 21st century (2014)
- Children and Social Work Act (2017)
- Keeping children safe in education – Statutory safeguarding guidance (the most up to date version will be used)

Parents/Carers will retain the right to withdraw their child from sex education at primary and secondary up until 3 terms before a child's 16th birthday when the child can choose to opt in. **There is no legal right to withdraw from Relationships Education.**



Organisation of RSE within the PSHE Curriculum

For pupils in KS2, we have a comprehensive 'Relationships Education' programme. This is delivered through PSD lessons, PSD curriculum days and alternative curriculum events (such as ADAE day and Modern Britain Day). In addition, cross-curricular links are provided and highlighted in other subjects with matters of health, pupil welfare and wellbeing being essential teaching points. The development of Character being a golden thread running through the curriculum rather than proving itself exclusive to the PSHCE curriculum. Positive learning opportunities ensure that pupils' questions are answered in an age appropriate way to avoid misconceptions or the danger of unanswered questions resulting in pupils turning to inappropriate sources of information.

Good practice is maintained as we, as a matter of course, consult parents before the final year of their primary education about the detailed content of what will be taught in the exclusive 'Sex and Relationship' unit of work. Content is based on the requirement to develop pupil's understanding of positive relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as 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. The children will also learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. Lessons are planned under the guidance of Worcestershire Sexual Health and incorporate the use of resources provided by, 'The Christopher Winter Project' and 'BBC Active 7-11'.

Through the course of their studies, pupils will have addressed the topics of:

Families and people who care for me- What constitutes a healthy family life, respecting differences, growing up and forming stable, caring relationships, the importance of commitment and how to recognise unhealthy or unsafe relationships. Signposts for support are provided throughout.

Caring relationships- The importance of friendships and the characteristics of friendships. The importance of being welcoming and positive but also ways to recognise who to trust and who not to trust.

Respectful relationships- Positive steps and strategies to build respectful relationships. The importance of self-respect and their role within wider society. The various types of bullying and the negative impact of stereotyping. The importance of permission-seeking and how to get help in times of difficulty.

Online relationships- The rules and principles for keeping safe online, including the awareness of the risks associated with sharing information online.

Being safe- Boundaries and privacy. Recognition that each person's body belongs to them. How to respond safely and appropriately towards others and how to report concerns or abuse, including developing the vocabulary and confidence to do so.

For pupils in KS3, we have a comprehensive 'Relationships and Sex Education' programme. This is delivered through PSHCE lessons and alternative curriculum events (such as ADAE day and Modern Britain Day). In addition, cross-curricular links are provided and highlighted in other subjects with matters of health, pupil welfare and wellbeing being essential teaching points. The development of Character being a golden thread running through the curriculum rather than proving itself exclusive to the PSHCE curriculum. The principle aim- to provide pupils with the information required to help them develop healthy nurturing relationships of all kinds, not just intimate relationships. As in KS2, secondary 'Relationships Education' can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual.



Curriculum content utilises a wealth of resources which are all quality-assured by the 'PSHE Association', with links to 'Public Health for England' and Worcestershire Sexual Health services.

Through the course of their studies, pupils will have addressed the topics of:

Families- Committed, stable relationships and how to determine whether other children, adults or sources of information are trustworthy. How to seek help and advice, including reporting concerns, if needed.

Respectful relationships, including friendships- The characteristics of positive and healthy friendships and practical steps that can be taken in a range of contexts to improve and support respectful relationships. Legal rights and responsibilities in relation to equality and behaviour.

Online and media- Rights, responsibilities and opportunities online. What to do and where to get support to report material and manage issues online.

Being safe- The nature of consent and the right to withdraw consent in a given situation.

Intimate and sexual relationships, including sexual health- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships. The impact of lifestyle choices on health and wellbeing. An introduction to contraceptive choices and safer sex (including through condom use). Signposts for support.

Lesson 11 – HIV - Human Immunodeficiency Virus

In addition to this, in Year 7, we use the resource #ImwithSam which looks at raising awareness of people with learning disabilities and autism as part of a diverse society, asks pupils to reflect on the impact of ways in which people with learning disabilities and autism are perceived, judged, described and treated, and explores ways to question, challenge and change these discriminatory behaviours. We use the Public Health for England resource on Dealing with Change to explore the nature of change, identify some of the challenges that can arise in managing changing situations and relationships, and learn where to get support if needed.

In Year 8, pupils use further resources provided by Public Health for England to develop their awareness of Positive Relationships. In this unit of work, they look at the topics such as body image, online images and cyberbullying. They also undertake a unit of work on Online Safety and how online relationships can be more safely navigated within our digital world. They consider topics of cybercrime and identity theft, contact and consent, propaganda and false advertising. Through this they can reflect upon the differences between perceptions and reality when using social media and the internet.

Safe and Effective Practice

What kind of language will be considered acceptable and appropriate for use in RSE lessons?

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some could be offensive.
- Staff will use their judgement in discussions depending upon the understanding and maturity level of pupils and always considering the age of the pupils.

Using the correct terminology will make it clear that everybody uses common words and avoids prejudiced or offensive language. Teachers are guided and supported with the appropriate terminology



by the PSHE scheme. Lessons contain a variety of teaching methods and strategies that encourage interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers.

Boundaries for discussion and confidentiality are discussed before the lessons begin. Each class/group establishes ground rules, explaining how they would like everyone to behave in order to learn. Distancing techniques (e.g. role play, third person case studies and an anonymous question box) are used when teaching sensitive issues.

Inclusion:

All children and young people, whatever their experience, background or identity are entitled to good quality RSE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching. The RSE programme and approach is inclusive of difference: gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith or belief or any other life experience. RSE lessons help pupils to explore discrimination, prejudice, bullying; aggressive behaviour and other unhealthy relationships. Teachers of RSE agree to work within the school's framework for RSE as described in this policy. Teacher's personal beliefs, values and attitudes will not and must not affect their teaching of RSE.

Things to consider:

- Staff approach RSE sensitively, as pupils are all different, with different types of family.
- Staff encourage boys and girls to explore topics from different gender viewpoints and do not assume that intimate relationships are between opposite sexes.
- RSE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.
- Links between RSE and the school's inclusion policy are made.

Safeguarding, reports of abuse and confidentiality

The school recognises that at the heart of RSE, the focus is on keeping children safe and acknowledges the significant role schools have in preventative education.

In our school, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports, as can effective RSE, which brings about an understanding of what is and is not appropriate in a relationship.

Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document "Keeping Children Safe in Education", all staff are aware of what to do if a child tells them that they are being abused or neglected and will follow the school's safeguarding procedures immediately. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those that need to be involved, such as the Designated Safeguarding Lead. A member of staff will never promise a child that they will not tell anyone about a report of abuse, as this is not in the best interests of the child.

The involvement of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Leads) will ensure that trusted, high quality local resources are engaged, links to the police and other



agencies are utilised, and the knowledge of any local issues it may be appropriate to address in lessons are shared with the appropriate staff.

The school is aware that working with external agencies/partners will enhance the delivery of RSE and will support the school to bring in specialist knowledge and implement different ways of engaging with young people. The school will check the credentials of all visiting organisations and any visitors linked to the agency. The school will also ensure that the teaching delivered by the visitor fits with the planned programme and school policy. The school will work with agencies to ensure that the content delivered is age-appropriate and accessible to all pupils. Any material to be used as part of the delivery must be approved by the school in advance of the session. The school will also ensure that the visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Safeguarding Policy.

Engaging Stakeholders

The policy will be available to parents/carers through the school website. The views of parents/carers were taken into account when writing the policy and consulted prior to its implementation in September 2020.

Parents/carers have a legal right to withdraw their children from dedicated 'sex education' lessons. They do **not** have a right to withdraw their children from those aspects of Relationships and Health education.

We will work in active partnership with parents/carers and do our best to value their views. If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and hopefully allay any fears they may have. If any parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision.

Governors will be informed of the RSE policy and curriculum through governor meetings.

Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils.

Monitoring, Reporting and Evaluation

The school uses a wide range of evaluation methods to ensure the policy meets the needs of all pupils, including:

- Regular reviews of schemes of work and updates of teaching resources
- Lesson Visits and Deep Dives
- Monitoring of pupils' work
- Feedback from guest speakers
- Feedback from School Council meetings, Pupil Voice activities and Governor meetings

This policy will be monitored annually by the RSE Lead and will be reviewed annually by the Governing Body.