



Relationships and Sex Education Policy

Policy Owner:	Vikki Alden, Headteacher
Local accountable officer:	Vikki Alden, Headteacher
Queries to:	Emily Johnston, Assistant Headteacher/DSL
Date created:	June 2024
Date of last review:	
Date of next review:	June 2026

Contents

Introduction	2
What is effective Relationships and Sex Education?	2
Attitudes and values	2
Personal and social skills	2
Knowledge and understanding	2
What is the moral and values framework of Relationships and Sex Education?	3
How does Relationships and Sex Education relate to equal opportunities?	3
How is RSE delivered?	3
Right of withdrawal	4
Monitoring	4

Introduction

Brunel School believes that Relationships and Sex Education (RSE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Knowledge about safer sex and sexual health is vitally important to ensure that young people can make safe, informed and healthy choices as they progress through life. Students should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Students should be taught the facts and law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Topics such as grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly.

What is effective Relationships and Sex Education?

It is part of lifelong learning about sex, sexuality, emotions, relationships and sexual health. Promoting the spiritual, moral, cultural, mental and physical development of students at the school and of society.

Attitudes and values

Students are helped to examine their own and other people's attitudes and values, particularly related to sexual matters, and to respect the rights of others to their own opinions. RSE can help pupils to develop a positive self-image and high self-esteem, responsibility and the ability to make informed decisions.

Personal and social skills

RSE encourages the acquisition of skills so that student's relationships with others may be positive, fulfilling and respectful. It helps them explore how to be themselves in terms of beliefs, culture and traditions and to respect others. It provides opportunities to develop communication skills, assertiveness within a range of different situations. Empowering the students to recognise opportunities to develop a healthy lifestyle.

Knowledge and understanding

RSE provides information on puberty, personal safety, friendship and love, family life and relationships, gender issues, conception and birth processes, contraception, sexually transmitted infections, prejudice, stereotyping and sex and the law. Thus giving an understanding of the nature and diversity of relationships and sexuality. It can provide an objective and balanced view of sexual matters, correcting any misinformation pupils may have gained. It can give them the information and understanding they need, in accordance with the student's background and beliefs.

What is the moral and values framework of Relationships and Sex Education?

SRE is taught within and confirms the moral and values framework of the whole school, in association with the statutory guidance on relationships education, relationships and sex, and health education.

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

We value others for themselves, not only for what they have or what they can do for us.

We value relationships as fundamental to the development and fulfilment of ourselves and others, and to the good of the community.

We value truth, freedom, justice, human rights, the rule of law and collective effort for the common good.

We value families and external support networks as a source of love and support for all their members, and as the basis of a society in which people care for others.

It is expected of teachers that their personal beliefs and attitudes will not influence their teaching of RSE. They will address student's questions with due regard to the beliefs and values of the child's family. The teaching of SRE respects and refers to the beliefs of the child's home background. SRE is also part of the school's provision for Spiritual, Moral, Social and Cultural development. It encourages each student to

develop confidence and a clear awareness of their own beliefs and values and to develop mutual understanding and respect between students for their diverse beliefs and values.

How does Relationships and Sex Education relate to equal opportunities?

The school's policy for equal opportunities also underpins the teaching of RSE.

Relationships and Sex Education can act as a basis for promoting equality between individuals and groups. It necessarily involves an exploration of human and social diversity, and a fostering of self-esteem and self-worth in a learning environment that recognises and respects difference. We work to ensure that our relationships and sex education is relevant and accessible to all our pupils and that it is appropriate for all

levels of understanding and maturity. Catering for all students and is respectful of how pupils choose to identify themselves, their sexual orientation and gender identity (emerging). This means that relationships and sex education is sensitive to the different needs of individual pupils and may evolve and adapt over time.

How is RSE delivered?

RSE is delivered as part of the Personal, Social, Health and Economic Education (PSHEE) curriculum. All students receive two lessons each week from a subject specialist.

However, RSE is not an isolated subject: it permeates the whole school curriculum, the ethos of the school, the pastoral system and is informed by the role models given by teachers.

Opportunities should be used as they occur for answering student's questions and exploring issues as they arise.

The school recognises the need to begin with student's own experiences, beliefs and values and, therefore, places a high importance on creating a supportive and secure atmosphere where

they can develop the confidence needed to talk, listen and think about relationships and sex education. To ensure this, staff delivering RSE:

- Establish ground rules with students
 - Emphasise the importance of mutual respect
 - Require no open personal disclosures in a class setting
 - Use distancing techniques
 - Provide for anonymity by using a question box (this also gives the teacher time to consult with colleagues on how to answer unexpected questions from pupils)
- Encourage reflection

The school also draws on a range of teaching methods to encourage exploration of attitudes, values and beliefs, using active learning methods which involve pupils and help them to personalise information. This also increases the likelihood of the learning being relevant and effective. Learning includes a range of activities where pupils can practise and develop confidence in using communication, negotiation and decision-making skills. Students are consulted about issues they wish to explore, how they wish to work together, how well lessons are going and what changes need to be made.

The school recognises that some aspects of RSE are a whole school concern and that some aspects can be covered by subject teachers across the curriculum.

Through safeguarding training, all staff are made clear about confidentiality boundaries and know where/who to refer pupils for confidential advice and support.

Right of withdrawal

Relationships and sex education is part of every student's education, and it is hoped that all will participate.

However, the school acknowledges that, under the Education Act 1993, parents have the right to withdraw their children from all or part of the relationships and sex education programme except for that part which occurs in the National Science Curriculum. Parents and carers need to be aware, however, that relationships and sex education can occur at any time if it arises naturally from class discussion. They also need to consider whether they want their child withdrawn from all relationships and sex education or just that part which deals explicitly with sexual intercourse and related issues.

Parents or carers wishing to exercise that right are asked to make an appointment to meet the PSHEE Subject Leader to discuss their concerns.

Monitoring

Relationships and sex education schemes of learning and resources ensure that the quality of teaching is consistent, that the curriculum is meeting the national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of student need. This policy will be reviewed by the Senior Leadership Team and Governing Body in conjunction with the PSHEE Subject Lead. If changes are needed, members of staff, parents, carers and pupils will be consulted and any subsequent changes that are made will be clearly communicated

