

*BRANNEL*



## **Relationships & Sex Education Policy**

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Adopted by (body): **Local Governing Body**  
Approved (date): **20<sup>th</sup> October 2022**  
Review date: **Spring Term Academic Year 2023/2024**

## **National Guidance**

This policy was developed in response to Relationship and Sex Education Guidance DfE 2020, the National Teenage Pregnancy Strategy and National Healthy Schools Programme.

## **What is Relationship and Sex Education (RSE)?**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **Principles and Values**

In addition Brannel School believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to supporting each individual as they grow and learn.
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Relationships and Sex Education at Brannel School has three main elements:

## **Attitudes and Values**

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;

- developing critical thinking as part of decision-making
- challenging myths, misconceptions and false assumptions about normal behaviour.

### **Personal and Social Skills**

- learning to manage emotions and relationships confidently and sensitively;
- understanding what constitutes and how to manage healthy relationships.
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

### **Knowledge and Understanding**

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

### **Aims**

The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity
- understand the arguments for delaying sexual activity.
- understand the reasons for having protected sex.

- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary know how the law applies to sexual relationships

### **Organisation and Content of Relationships and Sex Education**

Brannel School specifically delivers Relationships and Sex Education through its tutor programme, Morals and Ethics (RE) and Science lessons at KS3 and KS4. In addition, RSE will be delivered through the PSHE programme which includes one lesson a fortnight and a number of collapsed timetable days throughout the year.

Much of the Relationships and Sex Education at Brannel School takes places within PSHE lessons during collapsed timetable days. Staff will generally deliver the PSHE curriculum with support from professionals where appropriate. Staff work closely with students over a number of years and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances.

The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

Students are encouraged to consider how they can be happy, healthy and safe both physically and emotionally. Each year group will take part in a scheme of work with teaching materials that are appropriate to the age and emotional maturity of the students concerned.

**Year 7: Inappropriate sexual behaviour. Same sex relationships**

**Year 8: Teenage pregnancy. Consent. Sexual harassment. Sexuality**

**Year 9: Intimacy. What is Sex? STIs. Safe sex and Chem Sex. Pornography and revenge porn.**

**Year 10: FGM. Sexting. LGBTQAI. Harassment.**

**Year 11: Relationship breakups.**

All schemes of work will be taught within PSHE lessons and days where the timetable is collapsed. RSE lessons for Year 11 will be delivered in Curriculum Enhancement lessons. A range of teaching methods will be utilised including class discussions, case studies and problem solving. The school will always respect how students choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'.

The RSE curriculum will be sensitive to the different needs of individual students and may need to evolve and adapt over time as the student population

changes. This policy supports the school's Anti-bullying policy, Equal Opportunities policy and Child Protection policy.

The course content and delivery will be monitored through the school's agreed monitoring and evaluation policy, by a member of the Senior Leadership Team and will include lesson observations, sampling of students' work and staff lesson records.

Additionally, assemblies will be led by appropriate senior staff and will, where possible, involve students in an active role. Staff teaching RSE will operate within a framework that clearly establishes what is appropriate and what is inappropriate in a whole class setting. Prior to topics being taught there will be clear ground rules agreed for the teaching group and visiting speakers will be expected to operate within these boundaries.

More expert or specialist teachers support staff who are uncomfortable with teaching certain aspects of the curriculum. Support is offered from leaders who will help with the planning or delivery of lessons if required.

Assessment is carried out at the end of every module and involves teacher, student and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

## **Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

#### *Sexual Identity and Sexual Orientation*

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### **Right of Withdrawal of Students from Relationships and Sex Education**

Some parents prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the sex and relationship education except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

We would make alternative arrangements in such cases. Parents are encouraged to discuss their decisions with staff at the earliest opportunity. Parents are welcome to review any RSE resources the school uses.

### **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or headteacher of any disclosure unless the headteacher has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be advised to talk to parent/carer and if necessary to seek medical advice.
- child protection issues will be considered, and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- the young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

### **Monitoring and Evaluation of Relationship and Sex Education**

Senior Leader oversight of the delivery of Relationship and Sex Education at Brannel Schools lies with the Pastoral Assistant Headteacher. They will manage the pastoral team in ensuring that the PSHE elements are delivered to all Year Groups at the most appropriate time.

The Governors Curriculum, Standards and Students Committee is responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.

Should you require further information, please contact the **Clerk to Governors**.

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