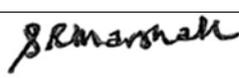




BROADOAK
ACADEMY

“Maximising students’ abilities, ambitions and academic potential”

Relationships and Sex Education (RSE) Policy

Recommended by: Academy Council	
Date: February 2020	
Approved by Academy Council	
Signed:	
Next review due: February 2021	

Broadoak Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

1. Rationale

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The DfE has made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by an engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education. Relationships and sex education (RSE), the compulsory content, will be taught within a wider programme of Personal, Social, Health and Economic Education.

This policy is informed by existing DfE guidance on:

- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
- [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, Principals, school staff and governing bodies, September 2012)
- [Safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (updated February 2019), [Keeping Children Safe in Education, 2019](#))
- [Equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, updated June 2018). Schools should pay particular attention to the [Public sector equality duty \(PSED\)](#) (s.149 of the Equality Act).
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [SEND code of practice](#): 0 to 25 years (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

2. Aims of PSHE:

Broadoak Academy's Personal, Social, Health Education (including Relationships Education, Relationships and Sex Education (RSE) and Health Education) uses Jigsaw, the mindful approach to PSHE. The Jigsaw Programme meets all the outcomes in the [PSHE Association Programmes of Study](#), 2017 (third edition).

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They continue to learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form healthy relationships
- Make effective decisions and act on them
- Communicate effectively
- Work with effectively with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

3. Relationship and Sex Education (RSE)

3.1 What does the new Relationships Education cover? (definition)

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It will teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental well-being, identify when relationships are not right and understand how such situations can be managed.

Relationships Education will be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. This will include discussion of character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. Pupils will be well informed about the full range of

perspectives and, within the law, will 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. Key aspects of the law relating to sex which will be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. Broadoak will also address the physical and emotional damage caused by female genital mutilation (FGM). The Academy is mindful that for pupils who are experiencing or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

Internet safety will also be addressed. Pupils will be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils will have a strong understanding of how data is generated, collected, shared and used online.

Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education will help young people understand acceptable behaviours in relationships.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

3.2 Withdrawal from RSE lessons

Parents/carers have the right to withdraw their child from Relationship and Sex Education (RSE) provided at the academy in timetabled PSHE lessons. This is delivered in term five to all years. It does not include content in statutory National Curriculum Science.

Those parents/carers wishing to exercise this right should put in writing their concerns to the Principal and/or PSHE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

Once a pupil has been withdrawn the child cannot take part in the RSE programme in PSHE until the request for withdrawal has been removed or the student turns sixteen at which time it is their choice. Materials are available to parents/carers who wish to supplement the academy RSE programme or who wish to deliver RSE to their child at home.

4. Jigsaw Content:

Jigsaw covers all areas of PSHE for the secondary phase (11-16), as the table below demonstrates:

Puzzle name	Content
Being Me in My World	Includes understanding self-identity, cultural diversity, society and social groups, political influences, independence, social media, online safety, perceptions, legislation
Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity, through the nine protected characteristics, challenging prejudice and discrimination, stereotyping, equality, equity
Dreams and Goals	Includes goal-setting, aspirations, working together, recovering from setbacks, SMART planning, choices, responsibilities, keeping safe, employability, mental health and illness, jobs and legislation, resilience
Healthy Me	Includes mental and physical health, drugs and alcohol education, self-esteem and confidence, healthy lifestyle choices, sleep, the brain, vaccinations, choices and consequences, sexual health, relationships, sex
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, assertiveness, consent, change, online/social media relationships, media, sexual health, power, stages of relationships
Changing Me	Includes puberty and body development, pregnancy, family types, relationships and what affects them, sexuality, accessing support, mental health, gender identity

Please note that this table of content is not exhaustive. Topics (puzzle names) are covered in every year but to a different age appropriate level.

5. Broadoak Academy

5.1 Safeguarding

In teaching Relationships Education and RSE, Broadoak will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Broadoak will ensure that they comply with the relevant provisions of the Equality Act 2010.

Broadoak will ensure that all teaching is sensitive and age appropriate in approach and content. If a disclosure is made during these sessions safeguarding procedures will be followed immediately.

5.2 Monitoring and evaluation

The PSHE co-ordinator will monitor delivery along with Heads of Year of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

5.3 External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input will be carefully planned and monitored so as to fit into and complement the programme.

Teachers will always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

5.4 Involving parents and carers

Broad Oak believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are and will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parents'/carers' evenings
- * Involvement in policy development
- * Information leaflets/displays