



# BROADSTONE MIDDLE SCHOOL

## **POLICY :**

### **Relationships and Sex Education (RSE)**

**Author: Executive Head**

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**Review Body: Broadstone Middle School  
School Standards Board**

**Date Adopted: 20<sup>th</sup> January 2021**

**Review Date: Spring 2023**

**BROADSTONE MIDDLE SCHOOL**  
**Relationships and Sex Education (RSE) Policy**

**Definition of Relationships and Sex Education (RSE):**

“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 should 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 should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships.” (DfE, July 2020)

**Statutory Requirements**

Schools are required to follow the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (June 2019, updated July 2020). This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy is also informed by the **Roadmap to Statutory RSE** ( Sex Education Forum/PSHE Association, 2019) **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, 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, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/roadmap-statutory-rse>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

[http://www.education.gov.uk/schools/guidanceandadvice?f\\_category=Safeguarding&page=1](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

The school is mindful of its statutory obligation to:

- i) publish a Relationships and Sex Education Policy and make it available for inspection to parents;
- ii) ensure that all teaching materials used are appropriate to the age, religious and cultural backgrounds of its pupils;
- iii) teach all aspects of Relationships and Sex Education included in the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (June 2019, updated July 2020)
- iv) inform parents of their right to withdraw their children from the Sex Education element of RSE other than that taught in **National Curriculum Science**.

## **Working with Parents**

Broadstone Middle School ensures that parents are aware of:

- a) the content and context of the RSE programme through publishing this policy;
- b) their right to withdraw their children from the Sex Education element of RSE taught outside what is specified in the National Curriculum Science Orders;
- c) the process by which they can do this.

This is done by:

Written request to the Headteacher

## **Organisation**

RSE is taught in the context of the PSHE scheme of work.

RSE is taught:

- a) through PSHE lessons (boys and girls all receive the full SRE programme and are taught in mixed gender class groups throughout);
- b) discrete sex education lessons;
- c) through National Curriculum Science.

## **Staffing and Teaching**

- ◆ The Headteacher takes overall responsibility for the policy and its implementation.
- ◆ The Subject Leader for PSHE is responsible for implementing the RSE programme and for monitoring its effective delivery.
- ◆ The RSE Scheme of Work is delivered to each class group by teachers who have received guidance in this subject area.
- ◆ Recommended outside speakers are used as appropriate e.g. school nurse, drama specialists.

## **Schemes of Work**

Broadstone Middle School aims has developed an RSE programme which is appropriate to the age and the physical and emotional maturity of its pupils. It is recognised that the more sensitive issues need to be approached consistently across the school, teachers having agreed appropriate responses to children's questions ahead of time and an understanding of what is and what is not to be discussed, particularly for new staff. The school recognises the importance of helping children develop confidence in talking, listening and thinking about sex and relationships.

Broadstone Middle School has developed a scheme of work based on the PSHE Association suggested programme builder and aligns with the new statutory guidance. The scheme of work includes PSHE Association and Twinkl resources, or materials which have been recommended by the PSHE Association.

The scheme of work ensures:

- Progression and continuity
- Age appropriate content and resources
- A variety of teaching strategies is employed

See Appendix 1 for the overview of the RSE Scheme of Work and Appendix 2 for the National Curriculum Science content. The full scheme, including details of resources used, is available for inspection to parents in the school office.

### **SEND students**

RSE must be accessible for all students. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. For some SEND pupils at BMS there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. This will be considered by teachers on an individual basis using professional judgement.

### **Monitoring and Evaluation**

The Subject Leader for PSHE and Science Leader monitor and evaluate the delivery of RSE.

### **Confidentiality and Child Safeguarding**

The RSE is subject to and evaluated against the NCS Schemes of Work and RP policy.

### **Dissemination of the Policy**

This policy will be made available to:

- ◆ The Governing Body
- ◆ The whole school staff
- ◆ Parents

### **Equality Impact Assessment**

This policy has been reviewed with the equality impact considerations as laid down in the trust's Equality Policy.

## Appendix 1

### Overview of the Scheme of Work for Sex and Relationship Education for Years 5-8

#### Year 5

Topic	Enquiry question	Key RSE knowledge & concepts
Respect and Bullying	How do we treat each other with respect?	<ul style="list-style-type: none"><li>• about mutual respect, being polite and how personal behaviour can affect others</li><li>• how to listen and respond respectfully to people with a range of beliefs, traditions and lifestyles</li><li>• how to behave respectfully online</li><li>• about stereotypes and how they influence behaviour</li><li>• about the impact of bullying and hurtful behaviour, including online</li><li>• strategies for responding to bullying and hurtful behaviour witnessed or experienced how to challenge discrimination, seek help and report concerns</li></ul>
Staying Safe	What keeps us safe?	<ul style="list-style-type: none"><li>• about the role of trust, respect and boundaries in healthy relationships (including friendships and family)</li><li>• how to recognise if a friendship is making them feel uncomfortable or unsafe</li><li>• how to maintain and respect privacy and boundaries, including online</li><li>• how to recognise different types of physical contact and what is, or is not, acceptable</li><li>• about seeking and giving/not giving permission in different situations</li><li>• how to seek advice or report concerns about their personal safety or that of others in a range of contexts</li></ul>
Puberty	How will I grow and change?	<ul style="list-style-type: none"><li>• how to manage change – new roles and responsibilities as they grow up</li><li>• how to recognise and manage the physical and emotional changes that happen during puberty (including menstruation, sperm and internal changes)</li><li>• Understand that change can take place at different rates</li><li>• Who to go to for help with any concerns that occur about puberty</li></ul>

#### Year 6

Topic	Enquiry question	Key RSE knowledge & concepts
Friendships and Staying	How can I stay safe online?	<ul style="list-style-type: none"><li>• about opportunities to digitally connect with others, including friends</li></ul>

Safe		<ul style="list-style-type: none"> <li>• about what it means to ‘know someone online’ and how this differs to knowing someone face to face</li> <li>• about why someone may behave differently online, including pretending to be someone they are not</li> <li>• how to manage the risks of communicating online with others not known face-to-face</li> <li>• strategies to respond to harmful behaviour, including online</li> <li>• how to report concerns and access help or advice</li> </ul>
Managing Change	How do I manage big changes in my life?	<ul style="list-style-type: none"> <li>• how positive friendships can support wellbeing</li> <li>• how friendships change (including context such as moving home or schools)</li> <li>• how to manage change in different contexts (including loss and bereavement)</li> <li>• accessing appropriate support during times of change</li> <li>• about empathy and how people can help to support each other in times of difficulty</li> </ul>
Reproduction	How are babies made?	<ul style="list-style-type: none"> <li>• about adult relationships and the human life cycle</li> <li>• about human reproduction; how a baby is made and how it grows</li> <li>• act of sexual intercourse</li> </ul>

## Year 7

Topic	Enquiry question	Key RSE knowledge & concepts
Healthy Lifestyles	How do we maintain good physical and mental health?	<ul style="list-style-type: none"> <li>• strategies to manage stress, puberty and the physical and mental changes that are a part of growing up</li> <li>• how to access health services</li> </ul>
Relationships	How do relationships change as we grow?	<ul style="list-style-type: none"> <li>• about different types of relationships and the qualities and behaviours associated with positive relationships</li> <li>• about media stereotypes and their effect on relationship expectations</li> <li>• how to manage expectations for romantic relationships</li> <li>• how to manage strong feelings in relationships</li> <li>• how to identify unhealthy relationships and seek support when necessary</li> <li>• about the concept of consent how to seek and give/not give consent in a variety of contexts</li> </ul>
Friendships and Diversity	Why is diversity important?	<ul style="list-style-type: none"> <li>• how to develop self-worth and confidence to support decision making</li> <li>• to manage influences on beliefs and decisions</li> <li>• strategies for managing group-think and persuasion</li> </ul>

		<ul style="list-style-type: none"> <li>• about gender identity, transphobia and gender-based discrimination; homophobia and biphobia; racism and religious discrimination; and disability discrimination</li> <li>• strategies to challenge prejudice-based bullying and discrimination</li> <li>• how to access support services in relation to inclusion or discrimination</li> </ul>
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## Year 8

Topic	Enquiry question	Key RSE knowledge & concepts
Friendships and Managing Influences	How do we manage friendships?	<ul style="list-style-type: none"> <li>• how to manage group friendships</li> <li>• how to manage social influences, peer pressure and the desire for peer approval in a range of contexts, including in relation to substance use and anti-social behaviour</li> <li>• how to manage personal safety in social situations</li> <li>• how to access support and advice in relation to friendship and peer influence issues</li> <li>• about why young people may join gangs and the consequences of gang behaviour</li> <li>• how to access support in relation to gangs</li> <li>• exit strategies for pressurised situations</li> </ul>
Relationships and Sexual Health	How do intimate relationships change as we grow up?	<ul style="list-style-type: none"> <li>• relationship norms and expectations</li> <li>• forming new partnerships and developing relationships</li> <li>• the impact of stereotypes on expectations of gender roles, behaviour and intimacy</li> <li>• gender identity and sexual orientation</li> <li>• to recognise levels of intimacy, including readiness for sex</li> <li>• the choice to delay sex and the right to enjoy intimacy without sex</li> <li>• understand the importance of discussing issues – e.g. contraception, and the emotional feelings that may occur</li> <li>• effective communication strategies and consent in intimate situations</li> <li>• the law in relation to relationships, sex, consent (including sharing of sexual images), FGM and forced marriage</li> <li>• contraception, its role in preventing pregnancy and sexually transmitted infections</li> <li>• how condoms and the pill are used safely</li> <li>• HPV vaccination programme</li> <li>• FGM and forced marriage, and how to access help and support</li> </ul>

## **Appendix 2**

National Curriculum Science relevant to Sex and Relationship Education (Years 5-8)

### **Key Stage 2**

Pupils are taught:

- about the main stages in the life cycles of mammals, amphibians, insects and birds (Living things and their habitats);
- about the reproduction process in some plants and animals (Living things and their habitats- Year 5)
- how humans develop into old age, including the changes associated with puberty (Animals including humans)
- how the gestation period varies for different species (Animals including humans)
- that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Evolution and inheritance)

### **Key Stage 3**

Pupils are taught:

- about human reproduction, including the structure and function of the male and female reproductive systems (Structure and functions of living organisms- Year 7)
- about the menstrual cycle (Structure and functions of living organisms- Year 7)
- how male gamete fertilises the female gamete (Structure and functions of living organisms- Year 7)
- how a baby develops in utero and how it is born (Structure and functions of living organisms- Year 7)
- how maternal lifestyle can impact on the development of the foetus (Structure and functions of living organisms- Year 7)
- about reproduction in plants including pollination, fertilisation, seed and fruit formation and seed dispersal (Structure and functions of living organisms- Year 7)