



Birchfield Independent Girls School

RELATIONSHIP AND SEX EDUCATION POLICY

Version: April 2021

Ratified by the Governing Body: April 2021

Signed by the Governing Body: Mohammed Aminur Rahman

To be reviewed: April 2023

CONTENTS

1. Intent
2. Aims and Objectives
3. Statutory Requirements
4. Policy Development
5. Definition
6. Curriculum
7. Delivery of RSE
8. Roles and Responsibilities
 - 8.1. Governing Board
 - 8.2. Head teacher
 - 8.3. Staff
 - 8.4. Pupils
9. Parent's Right to Withdraw

10. Training
11. Equal Opportunities
12. Monitoring Arrangements
13. Links with Other Policies

1. Intent

We want all our pupils at Birchfield Independent Girls School to be independent, safe and to be able to lead happy, healthy, and successful lives. We know that RSE is crucial to safeguarding our children. Good quality RSE aims to equip children and young people with the information, skills, and values they need to have safe, fulfilling, and enjoyable relationships. It teaches them to take responsibility for their health and well-being and to contribute to behaviour change. Good RSE also helps to reduce harmful behaviour, including sexual offences such as assault and abuse. By teaching them RSE within the safe and nurturing environment of school, our pupils get the opportunity to explore who they are, the values that they have, their relationships and their future decisions.

2. Aims and Objectives

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- The RSE policy will take into consideration the ethos of the school, and the distinctive faith perspective of the school.

3. Statutory Requirements **Foundation Stage**

As an independent faith secondary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a

curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. At BIGS we teach RSE as set out in this policy.

4. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Governors consultation
3. Staff consultation –staff were given the opportunity to look at the policy and make recommendations
4. Parent/stakeholder consultation –
5. Ratification of policy
6. This policy will be reviewed annually

5. Definition

RSE is about the emotional, social and cultural development of pupils, 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

6. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

7. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHEE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). There will be further opportunities to extend the delivery of RSE through specialist visitors or a 'collapsed timetable'. Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict

- Discussion and group work

These areas of learning are taught within the context of family life

8. Roles and Responsibilities

8.1. Governing Board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

8.2. Head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school and this policy is implemented.

8.3. Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

All class teachers will be responsible for teaching RSE in our school.

8.4. Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RSE.

11. Equal Opportunities

All children have equal access to the RSE curriculum and its associated practical activities. The staff a BIGS are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

12. Monitoring Arrangements

The delivery of RSE is monitored by the PSHE lead Asma Boodi through:

- Monitoring the overall delivery of the PSHE programme
- Scrutiny of the long-term planning
- Learning Walks
- Speaking to pupils about the impact of PSHE on their understanding of RSE

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the head teacher. At every review, the policy will be approved by the governing body.

13. Links with Other Policies

This policy links with our:

- Curriculum Policy