



# Burnage

ACADEMY FOR BOYS

## Burnage Academy for Boys Relationship and Sex Education policy

This policy will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.

Review Date	Changes made	By whom
October 2019	Policy created	Becci Wadeson
August 2020	Policy reviewed	Becci Wadeson
August 2021		

## Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2020-2021	February 2021	Alan Scott

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## 1. Mission, vision, values and aims

### Mission statement

Burnage Academy for Boys is an inclusive school community where students, staff and families all work together to ensure that boys will be the best they can be.

### Vision

At Burnage Academy for Boys we will develop:

- RESILIENCE – we will teach students the skills to face all challenges in life with determination and self-awareness.

- INDEPENDENCE – we will create confident individuals who are able to think critically and make informed decisions.
- CARE – we will go further to make a difference to our students, staff and families, creating a safe space in school.
- SUCCESS – we will celebrate the progress and achievement of all in our school community, recognising that boys do better at Burnage.
- TOGETHERNESS – we will ensure all students take part fully in the range of diverse cultural experiences that Burnage and Manchester has to offer them.

### Values

- Resilience
- Independence
- Care

### Aims

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 sexual 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

We want our students to be independent but consider others, acting responsibly and sensitively to others so that both they and wider society benefit. We want your son to develop a positive sense of self-awareness and self-esteem whilst also understanding the development of relationships within families, in friendships and wider contexts.

## 2. Statutory requirements

Academies do not have to follow the National Curriculum and as such, are not obliged to teach RSE.

If academies do teach RSE, they are required by their funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Burnage Academy for Boys we teach RSE as set out in this policy.

## 3. 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. 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.

## 5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account 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.

Our RSE curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Religious Education (RE).

Pupils also receive stand-alone sex education sessions delivered by trained health professionals from both the School Nurse Service and Brook.

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 taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other

structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing body will approve the RSE policy, and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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 Headteacher.

### **7.4 Pupils**

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

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

## **9. Training**

Staff training on RSE is included in our continuing professional development calendar.

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

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Becci Wadeson. Pupils' development in RSE is monitored through learning walks, student voice, lesson observations and book scrutinies.

This policy will be reviewed by Becci Wadeson annually. At every review, the policy will be approved by the Governing Body.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR	TOPIC/THEME
Year 7	<ul style="list-style-type: none"> <li>Types of relationships - nature, importance of marriage, civil partnerships and other stable long term relationships; roles and responsibilities of parents, carers and children in families.</li> <li>Diversity, Discrimination and Rights - the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities</li> <li>Influence of the Media- internet and digital safety awareness, how young people are portrayed in the media and how this can impact self-confidence and resilience.</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>Health and Hygiene -preparation for changes to the body; what puberty is and what it entails; importance of taking increased responsibility for personal hygiene. Students will learn basic first aid and how to support others around them.</li> <li>Diversity and Sexual identity- the difference between sex, gender, identity and sexual orientation; to recognise that there is diversity in sexual attraction and developing sexual identity. A Brook delivered session on the dangers of sexting and social media.</li> <li>Consent - that consent is freely given and that being pressurised, manipulated or coerced is not consent; the responsibility of the seeker of consent and the importance of respecting the decision.</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>Diversity and Discrimination – A lesson on equality laws and the protected characteristics in the UK with regard to discrimination. This includes gender, sexual orientation, reassignment status, marital status and pregnancy / maternity rights. Homophobia is explored in detail as a form of discrimination. Using Stonewall Resources to support educating students regarding LGTBQ issues.</li> <li>Healthy Relationships – A lesson that explores healthy relationships and potential signs of unhealthy or abusive behaviours in young people’s relationships. It emphasises healthy trusting relationships.</li> </ul>

YEAR	TOPIC/THEME
Year 10	<ul style="list-style-type: none"> <li>• Sex in the Media - sexism, gender norms and how genders can be portrayed in the media and impact on people in real life.</li> <li>• Consent – a lesson that explicitly teaches the line of consent and how to ensure all sexual activity is consensual and healthy.</li> <li>• HIV Awareness – in conjunction with positive speakers from the George House Trust students are taught about HIV, the risks and the myths and stigmas attached to the disease.</li> <li>• Contraception lesson - a lesson that explicitly teaches all forms of contraception but focuses on the safe and effective use of the condom.</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Planet Porn – a Brook lesson that explores how the increasing accessibility of porn can affect young people’s understanding of the reality of sex and relationships.</li> <li>• Sexting and the Consequences – A lesson that explores ‘sexting’ and its legal and moral consequences.</li> </ul>

## Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	