



Relationships, Sex and Health Education Policy

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Date issued	July 2024
Chair of Governors Signature	<i>Goleman Jones</i>
Date and Minute Number	15 th July 2024 1031

Next review date	Reviewed Date	Reviewed By	Changes made to the policy	Date and Minute number	Chair of Governors signature
July 2026	28/07/25	SE	No update required	06/10/2025 - 1095	<i>ElWatts</i>

Introduction

Brackenfield appreciate the importance of equipping pupils with the knowledge and skills they need to keep themselves safe. Relationship Sex and Health Education (RSHE) equips our pupils with the knowledge and skills they need to keep themselves safe, healthy and develop healthy relationships in later life. Relationships and Health Education is taught to all primary aged pupils; when pupils move into secondary school age Sex Education is taught in addition to this. Across the school we refer to this offer as RSHE – Relationships, Sex and Health Education. Relationships education supports pupils to understand the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. Relationships and Sex education supports pupils to develop healthy, nurturing relationships of all kinds, not just intimate relationships. It supports pupils to know what a healthy relationship looks like in all areas of their lives. RSE supports pupils to understand how to develop safe intimate relationships (including the use of contraception) and understand acceptable and unacceptable behaviour in relationships.

The broad and complex needs of our pupils require our RSHE offer to be tailored to meet the needs of each individual pupil whilst ensuring that the statutory content is delivered to each pupil in a way that they can access it. We recognise that for some pupils their special educational needs might mean that they are unable to access certain content. If this occurs, measures are put into place to ensure that all the relevant adults in their lives understand their needs and area of vulnerability – especially at the stage of transition to a new provision. This policy has been informed by pupil, parent, and staff voice. Staff training, parental surveys and pupil feedback have influenced the school's approach to curriculum content and delivery methods.

Throughout the policy genitals refers to the male and female reproductive and sex organs (vulva, vagina, penis, testicles, anus). Private parts is the all encompassing term for any part of the body that is usually covered by underwear (breasts, bottom, genitals).

This policy covers:

- Expectations of Teaching Staff
- Content, Coverage and Delivery of RSHE
- Puberty and Menstrual Education
- Addressing Equality and Diversity
- Sex Education Withdrawal and Parental Communication and Support
- Problematic and Harmful Sexual Behaviours
- Monitoring and Evaluation of RSHE

Expectations of teaching staff

Staff Will:

- Use the Long-Term Plans to determine what to teach and when
- Use the Pupil Centred Planning Process (see curriculum policy for more information) to address any additional RSHE needs or gaps in knowledge and understanding. Ensuring that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.
- Consult with subject leaders and SLT if there is a need for a pupil to receive additional RSHE teaching which is outside the statutory guidance.
- Ensure that any teaching of Sex Education that is outside of the statutory guidance is informed by a problematic / harmful sexual behaviours risk assessment that has been completed with parents, relevant professionals, subject leaders for Good Health and FRC and SLT.

- Use the correct anatomical name for body parts in all teaching and conversation with pupils and support pupils to do the same. [RSHE School Vocabulary List with Widget Symbols.docx](#)
- Report sexualised behaviours in accordance with the child protection and safeguarding policy
- Inform parents closer to the time by BOOP of sensitive topics before topics are covered

Content, coverage and delivery of RSHE

RSHE is embedded across the curriculum as well as being delivered in discrete sessions. Relationships is covered within Friends Relationships and Community and Sex and Health Education is covered within Good Health. Due to the specific needs of our pupils our RSHE content is broader than the statutory requirements; this has been informed by parental voice. Pupils voice results have also heard pupils making requests to learn about more complex subjects, and requesting they not be underestimated based on their disability.

Parents, pupils and staff want pupils:

Relationships	Sex	Health
To express their wants, needs and preferences in relationships	To know and be able to recognise what is safe intimacy and what are safe intimate relationships	To keep themselves safe and recognise risks
To recognise who cares for them and experience caring and respectful relationships		To understand and look after their physical health and mental health
To execute their right to consent and choice		To build self-efficacy
		To understand the effect of puberty

Coverage of RSHE within the broader subject areas:

Good Health	Friends, Relationships & Community
Subject aim	Subject aim
I am learning to understand and manage my own body. I am learning to manage my own mental physical and sexual health. I am learning to manage and meet my own hygiene needs including toileting.	I am learning to develop and maintain relationships and friendships. I am learning to access my community safely and confidently.
Coverage	Coverage
Physical health Gross Motor Skills (are movement skills that use large body parts) Fine Motor Skills (movements skills that use small body parts) Coordination, Balance and Agility Knowledge of Body Parts Mental Health Identify normal range of emotions	Play Social Dimensions of Play Levels of Play Emotional Literacy Regulation of Emotion Recognition of Emotions Relationships Build and maintain relationships Positive / appropriate relationships

Recognise when emotions are not appropriate and proportionate Common types of mental illness (anxiety and depression) How actions can impact on mental health Health & Medicine Where to seek help Roles of professionals Making and attending appointments Prescriptions Immunisations Where to access information Managing health needs Basic First Aid Sensory Processing Regulation of Sensory Needs Understanding Sensory Impairments Hygiene and Personal Care Showering / Bathing Toileting Dental care Hair care Recognition of Body Needs Needing the toilet Recognising hunger, thirst, tiredness Knowledge of Body Parts Healthy Living Participation in Exercise Healthy Eating Sleep Regulation Drug, Smoking and Alcohol Awareness Sexual Health Puberty Safe masturbation Safe sex Pregnancy	Shared interests Qualities of a good friend Making Plans Boundaries Consent Types of relationships LGBTQ+ Marriage Divorce Domestic Safety Community Expectations in different places / activities in the community Hobbies / Interests Diversity within communities – awareness, tolerance and acceptance of Safety in the Community Online Safety Media including Social Media Keeping belongings safe Peer pressure Legal and Criminal Justice System Difference between right and wrong Understanding of rules Actions and consequences Voting and democracy Police
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Resourcing:

Curriculum content is supported by interactive resource boxes covering a variety of areas, consent, personal hygiene, drugs, alcohol, sex education and virtual online safety. To support pupil knowledge and understanding, the resources used in delivery are as realistic and functional as possible.

Anatomically correct cloth dolls, period pads and hygiene products and lifelike female/male anatomy models are used alongside social and sensory stories. All resources are reviewed and developed by the Good Health and FRC Subject Leaders and are informed by pupil, parent and staff voice.

Planning:

Long Term Plans support staff to determine what to teach and when. The plans detail how to make the content accessible for the broad range of need and understanding within the school. Progress towards Personalised Learning Intentions and the B Healthy Tracker support staff to assess and record what has been understood and learnt for each pupil.

Where needed we offer an enhanced RSHE programme which is delivered by either external professionals or highly skilled RSHE practitioners within school. Pupils who require an enhanced RSHE offer are identified through several means including safeguarding and behaviour data; parental and pupil voice; staff observation and assessment information and their PCP. Parents are always consulted before any enhanced teaching takes place and are involved in the planning of the sessions so they are aware and can offer further support at home.

Puberty and menstrual education

For all children puberty is often an anxious time. For our pupils they may not understand the changes happening within their bodies which is likely to cause even more anxiety. To support pupils through this change we tailor teaching. For some this means starting to teach about puberty much earlier to allow for plenty of repetition and embedding of learning. For others this may mean delaying teaching until the change is happening. In all cases this will be informed by the PCP process. For example, to specifically support around menstruation, we use an extensive range of resources to prepare girls for this change in their body. This is delivered alongside communication with home, to ensure anything learned and discussed in school can be followed up.

Addressing equality and diversity

We promote diversity for individuals, couples, families, sexuality, and awareness of needs through the learning resources we use, including meeting new people, talking and meeting our families and through the stories we read and recall. We also promote diversity through the SMSC and World Around Me curriculum offer.

We aim to eliminate discrimination, harassment, victimisation and ensure we foster good relationships and confirm equal opportunities are given to people who have protected characteristics. When teaching, we ensure we promote diversity by changing social stories to different genders, race, or families, using different skin tones in communication aids and using neutral language.

We aim to reduce stigma around health needs by ensuring pupils have access to period products around school, access to personal care facilities and the choice to request showers within school time. Where appropriate, we discuss laws around equality, relationships, and health education such as forced marriages including raising the age to 18, Female Genital Mutilation (FGM) and the age of consent for sexual activity.

Sex education consent and parental communication

The Long-Term Plan for RSHE is published on the school website; which includes a clear outline of curriculum content. Parents are informed at the start of MER 1 what RSHE lessons, including around sexual health and puberty, will be covered in the school year in their child's class. Parents have the option to withdraw their children from the sex education aspects of the sessions only. Parents have a right to withdraw their children from the sex education part of RSHE only – 3 terms before their 16th Birthday. Information on how to do this is communicated by BOOP. Parents are welcome to discuss the lessons before it is delivered to the pupils. This is to ensure any personalised needs can be addressed and parents can continue the conversations at home. Parents will then be informed closer

to the time by BOOP of sensitive topics before topics are covered and will have communication on their home-school diaries with how the children engaged with the topics.

Parents are invited into school to workshops throughout the year which cover a range of topics – including RSHE. Parents are also encouraged to contact the class teams or the early help team for additional help and information about any aspect of RSHE.

Problematic and harmful sexual behaviours

Harmful sexual behaviours (HSB) are developmentally inappropriate sexual behaviour displayed by children and young people which is harmful or abusive.

Peer-on-peer sexual abuse is a form of HSB where sexual abuse takes place between children of a similar age or stage of development.

Child-on-child sexual abuse is a form of HSB that takes place between children of any age or stage of development.

Problematic sexual behaviour (PSB) is developmentally inappropriate or socially unexpected, sexualised behaviour which doesn't have an overt element of victimisation or abuse.

For more information, please click [here](#) for NSPCC advice.

Procedures for dealing with harmful and problematic sexual behaviours

Every incident of inappropriate touching of genitals will be reported and recorded through Iris and logged as 'sexual activity' and parents informed where appropriate. If there is a suspected safeguarding element staff are to follow the usual safeguarding procedures - please see the safeguarding policy for more information.

Functional Behavioural Assessments are used as the initial starting point to determine the cause of the 'sexual activity.' These are carried out by our inhouse OTs or trained members of school staff and from this a plan will be put into place to support the pupil. A harmful sexual behaviour risk assessment will also be completed and shared with parents to mitigate risk and protect and support anyone involved. This includes all pupils, from 3 years upwards, as any touching of genitals is considered inappropriate away from a private place.

Brackenfield also employ the use of the [Brook Sexual Behaviours Traffic Light Tool](#) to support identifying, understanding and responding to sexual behaviours from our pupils.

Quality assurance

Relationships and sex education is quality assured as part of the full school quality assurance process – please see the Measuring Impact and Supporting Progress Policy for more information. This includes real feels, pupil voice, parent voice, lesson observations and accreditation of the BERT award through Derbyshire, from who we were awarded the first Gold Award in Derbyshire, for our RSHE offer.

Please see the Drugs and Alcohol policy for more information on how this is covered at Brackenfield SEND School.