



Statement of Intent

The Local School Board and Headteacher of Bowman believe that ensuring a Relationship and Sex Education curriculum is essential to enabling pupils to learn the responsibilities inherent in relationships and the importance of family.

Bowman aims to:

- Encourage pupils to have a regard for moral considerations, the value of family life, the responsibility of parenthood, to recognise religious and cultural differences
- Encourage pupils to consider the importance of self-restraint, dignity and respect for themselves and others
- Present facts in a balanced and objective way so that pupils understand that there are different sexual attitudes and behaviour
- Encourage pupils to consider their own attitudes and make informed reasoned and responsible decisions both in school and in later adult life
- Foster recognition that all sexes should behave responsibly in sexual matters
- Make pupils aware of what is and is not lawful

What is Relationship and Sex Education?

Relationship Education is part of the broad and balanced curriculum and provides lifelong learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

Sex education is defined as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. The discussions about sexuality, meaning sexual activity and sexual orientation, are discussed at a level which pupils will be able to access. The curriculum will be sensitive to the diversity within religion and different cultures.

For all secondary aged pupils Relationship and Sex Education (RSE) are approached in an integrated way through weekly RSE lessons. All lessons containing what is defined as sex education are highlighted to parents and carers to ensure that we can respect the

wishes of parents and carers who have withdrawn their child from this content.

The objective of RSE is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in the curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The RSE Curriculum will be made relevant by being informed by current national and local data. Teachers of RSE will be advised through Continual Professional Development.

RSE has three main elements:

1. Attitudes and Values

- Communicating 'yes' and 'no'
- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Body awareness
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making

2. Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Friendships and relationships
- Consent and communicating choices
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict and learning how to recognise and avoid exploitation and abuse
- Learning social rules which govern acceptable and non-acceptable behaviour

3. Knowledge and Understanding

- Learning to understand that their bodies will change during puberty and throughout their lives
- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such a delay and the avoidance of unplanned pregnancy
- Learning to understand issues surrounding gender identity and sexuality
- Understanding the nature of marriage/civil partnership and stable relationships

Values and Ethos

Bowman Academy believes that RSE is vital for the personal social and emotional development of our pupils. It equips pupils with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their well-being and sexual health. Bowman Academy believes that all children and young people have a right to holistic, inclusive and needs—led RSE. We aim to ensure that relationship and sex education is delivered in such a manner as to encourage pupils to have due regard to moral considerations and the value of family life.

We believe that through providing high quality RSE, our pupils are supported and best prepared for life after school.

Legislation

Documents that inform our RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2006)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Keeping Children Safe in Education – Statutory safeguarding guidance (2021)

What is Effective Relationship and Sex Education?

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people.

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the framework for PSHE, which lie at the heart of our policy to raise standards and expectations for all pupils.

Relationships Education (Primary), Relationships and Sex Education (RSE - Secondary) involves teaching children about relationships, feelings and mental wellbeing, my body, life cycles, human reproduction and keeping safe. At Bowman it is recognised that some pupils may go through puberty at an earlier age and therefore appropriate intervention sessions will be put in place for individuals in these cases. It does not promote early sexual activity or any particular sexual orientation.

How is Relationship Sex Education and Relationship Education taught at Bowman?

RSE is taught alongside our Personal Social & Health Education (PSHE) programme by form tutors across Key Stages. Each pupil has an allotted PSHE and RSE (Secondary pupils) or Relationship Education (Primary pupils) lesson within their weekly timetable.

Pupils' needs will be assessed before any planning and teaching takes place. This will involve an informal teacher assessment of the age, relative maturity and general learning ability of different classes, followed by the planning of a differentiated curriculum that those pupils will be able to access. This provision will be differentiated and refined further as an ongoing process as the level of pupils understanding is assessed on an individual basis. Teachers will deliver the RSE curriculum in a way that allows pupils to explore varying viewpoints by ensuring that the information is unbiased and impartial.

In response to any specific individual needs that may arise – for instance, in providing differentiated learning resources for ASD pupils or those with sensory impairment – the RSE Coordinators will liaise where necessary with other service providers.

The teaching of RSE will adopt different approaches, with a high emphasis on discussion. Visual resources such as appropriate videos and DVDs and books will be used– these are accompanied by teaching materials and enable pupils to debate what they see.

Teachers will identify pupils' individual needs for support and deploy Teaching Assistants and/or additional resources as necessary so that every pupil is enabled to take part in the lesson to the best of his or her ability.

The RSE Coordinator can be consulted for advice regarding the selection of resources. A considerable bank of resources has been collected and extra resources can be obtained from the Community Nursing Team.

Assessment and reporting on learning

In RSE lessons, teachers will assess progress both formatively (with comments made on pupil work for instance) and summatively (by way of a quiz type assessment of pupil learning at the end of a topic for instance). The school's assessment programme is used to monitor and assess pupil progress in PSHE. The assessment of RSE is linked to this, and the Missions data is published in each pupil's Annual Review.

Teachers may wish to make additional formal assessments by picking key learning objectives for selected lessons and evaluate learning against them. It is not just acquired facts that will be assessed, pupils' progress in attaining new skills and reflecting on values will also be monitored too.

Equality

Our RSE curriculum complements, and is supported by our wider school views on behaviour, inclusion, respect for equality and diversity, and bullying, as a result RSE contributes to fostering equality and respect throughout school life. It is very important that gender equality is a clear and continuous thread, ensuring that our pupils are provided with a consistent approach to equalities in the curriculum and wider school life. Through our RSE curriculum we will support our pupils with their understanding of diversity regarding religion, gender, culture and sexual orientation. The RSE curriculum will support the wider school curriculum in working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender. The importance of acceptance of difference and diversity will be taught including the promotion of gender equality, the challenge of gender stereotypes and inequality and the

promotion of equality in relationships. As a result, we will ensure that all RSE resources used promote equality and are assessed prior to being used within our curriculum.

Responses to touching of genitals and masturbation

At Bowman we are fully aware that our young people are changing and growing and our curriculum reflects the help and support required to tackle sensitive issues and spontaneous issues.

Curiosity in one's own body is part of normal development as is the touch of genitalia and masturbation, which are part of normal sexual behaviour. For many of our young people touching their genitalia may be a way of exploring their bodies, gaining sensory stimulation or enjoyment. This may occur in response to many different stimuli.

Without information and support they may not fully understand what is happening when they touch their bodies, or the different feelings they are experiencing. They may not understand the rules of society naturally their understanding of what behaviour is acceptable may be impaired.

It is important for young people to learn these social rules as behaving inappropriately in public situations can put them at risk and increase their vulnerability.

At Bowman, staff work to ensure that young people are taught effectively, they will not impose their own individual views regarding this behaviour and will work with our pupils in order to adopt strategies which take account of an individual's needs and behaviours.

Although this can be challenging, we feel that it is essential to work with a young person as soon as such behaviours become apparent. The overall aim at Bowman in relation to masturbation and genital touching will be to support our young people to learn about appropriate behaviours, privacy and hygiene. This will take place through teaching and learning about the concept of public and private, delivering consistent messages in relation to the subject matter as well as to incidents as they occur. Reinforcement of the fact that there are no 'private' spaces within the school environment is maintained.

All staff will be consistent in their approach, agreed actions may incorporate:

- Utilising visual means of showing that it is a 'private time' activity
- Using symbols/flashcards e.g. outlining unacceptable behaviour within the classroom
- Not ignoring behaviour but, at the same time not drawing too much attention to prevent inadvertent behaviour reinforcement

Safeguarding

Should any topic be raised by a pupil that is not part of the lesson the member of teaching staff will discuss with the pupil outside of the lesson.

If there are any concerns for the pupil safety then the safeguarding team will be informed immediately and other organisations contacted where necessary.

Parents and Carers Right to Withdraw

Parents and Carers will have access to the RSE Policy on the website as well as be given information as to the content of an RSE programme before it begins. This will

include an invitation to discuss any concerns they may have with the teacher(s) and the opportunity to preview resources etc.

Parents will be reassured that the focus of RSE at Bowman is to encourage meaningful discussion about feelings, relationships and values, as well as understand the physical aspects of sex and reproduction, and we will value the input that parents have to make. They will also be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, but that they teach in accordance with the school's agreed policy framework and national legislation. However, parents and carers do reserve the right to withdraw their children from some or all of the aspects of sex education delivered as part of RSE, with the exception of the biological aspects covered in the national curriculum science, up to and until three terms before the pupil turns 16.

Evaluation

Evaluation of our RSE is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including but not limited to;

- Teacher evaluation of lessons and the overall RSE programme
- Evidence from lesson observations
- Feedback and evaluation by pupils
- Scrutiny of pupil assessment records
- Sampling pupil work

Other Relevant Policies

This policy complements and supports a range of other policies, for instance;

- Online Safety Policy
- PSHE Policy
- Remote Learning Policy
- SMSC Policy