



Braeburn Schools
Summum Appeto

Relationships and Sex Education Statement

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In collaboration with: SLT across the Group

Approved by: Education Committee (EdCo)

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Braeburn is committed to providing a safe, inclusive and supportive learning environment for all our pupils. This policy outlines our approach to Relationships and Sex Education (RSE) which is a key part of Personal, Social, Health and Economic (PSHE) education. These subject areas complement our whole Group and individual school approach to safeguarding, covering topics in a way that is accessible to all learners.

Note that, for school planning purposes we are continuing to follow the statutory guidance in force since 2020. We will review our Group documentation should further action be required following the proposed update (remains in draft from May 2024).

Intent

At Braeburn, we appreciate that RSE is a lifelong learning journey that equips pupils with the knowledge, understanding and skills they need to navigate their physical, social and emotional development. We want to empower all learners to develop positive, healthy relationships and make informed choices about their lives.

While RSE is not explicitly taught in the Early Years, we use learning opportunities to build foundational knowledge when relevant situations arise, ensuring that children can explore and engage with ideas such as friendships, boundaries, and family in a developmentally appropriate way.

Our focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults, including online.

This is developed further in Secondary to include intimate relationships, with a greater focus on being safe, and increasing their understanding of the law, including the host country (Kenya or Tanzania), their home country and the UK.

RSE through our mission:

Confident individuals; we aim to build and foster a strong sense of self-worth, offering a safe environment for all pupils to have a voice.



Confident Individuals



Responsible Citizens



Learners Enjoying Success

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Responsible citizens; it is recognised that there will be varying opinions surrounding RSE topics and so our starting principle, when teaching, must be that the applicable law should be taught in a factual way so that our pupils are clear on their rights and responsibilities as citizens.

Learners enjoying success; we aim to give opportunities to be more intentional to develop resilience and personal character, for example, belief in achieving goals and persevering with tasks. This also links to personal attributes, within our Braeburn circles, such as honesty, integrity, courage, humility, kindness and respect.

Our units of learning aim to be mindful of and inclusive of learners from diverse identities and backgrounds. This includes recognising protected characteristics and understanding that the concept of 'family' includes a variety of structures, which we celebrate and value.

Implementation

RSE is taught as explicit lessons through the PSHE and science curricula. Schools across the Group will also provide further opportunities to explore topics through assemblies, enrichment activities as well as other subject areas such as computing.

Our progressive, age-appropriate curriculum has been adapted from resources and materials from PSHE association and is covered in units such as 'Relationships' and 'Changing me.' Further detail regarding topics taught throughout Primary/ Prep and Secondary can be requested from individual schools.

Across the Group, learning opportunities are delivered using a variety of interactive and engaging ways, such as whole class discussions with teachers, debates, video resources, polls and quizzes, collaborative activities, as a few examples, as well as follow up opportunities with one-to-one discussions. Lessons also incorporate a blend of resources to cater to different learning preferences, including online articles, podcasts, videos etc. Resources and curriculum plans are reviewed and updated by individual schools, to reflect the needs of their learners and current guidance from Group or statutory documents.

All lessons are taught by a familiar adult i.e. class teacher, form teacher etc. and, at times, the school counsellor or nurse may be asked to facilitate discussions around sensitive topics relating to their area of expertise. This is with an aim to create a safe environment that pupils feel confident to participate in supportive conversations. It is important to note that, children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Therefore our teaching methods take into account these differences and the potential for discussion on a one-to-one basis or in small groups.

Content should always be delivered in a non-judgemental, factual way and allow scope for students to ask questions in a safe environment. Teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes/ online platforms to allow pupils to raise issues anonymously.

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, therefore where pupils ask their teachers or other adults questions which go beyond what is set out for Relationships Education, staff are encouraged to:

- acknowledge the question - validate the child's curiosity and thank them for asking as this will encourage open dialogue.
- pause and reflect - take a moment to think before responding, especially if the question is sensitive or complex.
- Provide an age-appropriate response - tailor the answer to the child's developmental level, using simple language and concepts they can understand.
- Be honest but gentle - if the question is particularly difficult or controversial, be factual while keeping the explanation clear and respectful.
- Defer when necessary - if unsure of the answer or if the question is beyond the classroom's scope, it's okay to say, "let me think about that" or "I'll look into it." You can also suggest discussing the matter further with a parent or guardian. In these cases, teachers are responsible for contacting the parents in advance to provide context to questions and give them time to think about possible responses.
- Encourage critical thinking - ask the child what they think about the question to promote reflection and dialogue, guiding them toward reasoning through tough issues.
- Follow up - if the question touches on a deeper topic or personal concern, check in with the pupil afterward, and if needed, follow the Safeguarding policy by informing the relevant DSL.

If staff feel uncomfortable or unsure when delivering the RSE curriculum or dealing with individual pupil needs, they must seek advice and support from SLT.

Through RSE, our schools will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In line with our Group safeguarding policy, students should know how to report concerns and seek advice when they suspect or know that something is wrong.

Where schools, in the Primary section, need to cover any additional content on sex education to meet the needs of their pupils, they must allow parents a right to withdraw on areas beyond the national curriculum for science. Therefore schools should communicate upcoming subject content, and where deemed necessary, share resources used or invite parents in to discuss further. We encourage parents to discuss any concerns they may have about RSE with the school before making a decision to withdraw their child from non-statutory elements of RSE. Any requests to withdraw must be made in writing to the relevant Middle Leader e.g. Year Leader, Key Stage Coordinators etc. In Secondary sections, parents also have the right to request withdrawal from non-statutory elements of RSE, using the same process as in Primary.

Impact

Schools continuously assess the impact of their RSE curriculum in order to achieve the highest outcomes possible, ensuring we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters, and a secure knowledge and skills base to navigate their way through these, now and in the future. A team oversees the implementation and effectiveness in each school which involves all teachers who deliver RSE, a middle leader and a member of the Senior Leadership Team (SLT).

Schools actively seek feedback from the pupils, and teachers involved, with a focus on the curriculum and delivery methods ensuring they are relevant and meet the needs of the

students. Where PASS data, quizzes, pupil feedback forms etc. are used, the responses will help to identify areas where understanding may need to be strengthened.

