Bramley Oak Academy

Relationships and Sex Education (RSE) Policy

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Relationships and Sex Education (RSE) Policy

1. Introduction

At Bramley Oak Academy, our Relationships and Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) curriculum is designed to meet the needs of pupils with a wide range of abilities and social, emotional, and mental health (SEMH) needs. We use a blended approach that combines:

- The Story Project – our core programme for delivering RSE and PSHE through a story-led, spiral curriculum.
- My Happy Mind – supporting mental wellbeing, resilience, and positive psychology.
- Zones of Regulation – developing emotional literacy and self-regulation skills.
- Targeted teaching in areas of identified need, such as Online Safety.

Our approach is underpinned by the BOA values: World – Working together, Optimism, Responsibility, Learning, Decisions. These values guide our teaching and learning, ensuring pupils develop respect, empathy, and confidence in their relationships and decision-making.

We also recognise that our pupils access learning through different pathways. Our curriculum is structured around three pathways to ensure inclusivity and progression:
• Engage Pathway – For pupils new to the school or those who find it difficult to access traditional models of learning. Focuses on emotional regulation, creativity, and re-engagement through flexible, child-led approaches.
• Discover Pathway – For pupils ready for more structured learning. Emphasises curiosity, collaboration, and scaffolded academic progress alongside personal development.
• Explore Pathway – For pupils accessing a more formal curriculum. Balances academic rigour with emotional wellbeing and social development.

2. Aims and Rationale

Our RSE policy aims to provide a framework for sensitive discussions, prepare pupils for puberty, and help them develop feelings of self-respect, confidence, and empathy. It creates a positive culture around issues of sexuality and relationships, teaches correct vocabulary, and ensures inclusivity and equality in line with the Equality Act 2010.

Inclusivity and Equality: We ensure RSE fosters equality by representing diverse families, relationships, and experiences and challenging stereotypes. Teaching actively promotes respect, prevents

discrimination, and reflects protected characteristics within the law.

Intended Outcomes: Through our RSE programme, pupils will:
• Understand positive, healthy relationships and their bodies.
• Know how to seek support.
• Treat others with empathy and respect.
• Develop communication, empathy, critical thinking, and decision-making skills.
• Build confidence, resilience, respect, and inclusivity.

3. Statutory Requirements

As a primary academy, we provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We follow statutory guidance issued by the Secretary of State and ensure compliance with the Education Act 1996.

4. Policy Development

This policy has been developed in consultation with staff, pupils, parents, and governors through review, consultation meetings, and ratification by the governing board.

5. Curriculum Design

Our RSE curriculum follows The Story Project's story-led, spiral approach, ensuring pupils revisit key themes with increasing depth and age-appropriate progression. Lessons follow a structured sequence: Settle (self-regulation), Training (emotional literacy), Objective (introducing key language), Read (sharing the story), and You (discussion and application).

Safeguarding is embedded throughout, with clear protocols for handling sensitive topics. The curriculum promotes inclusivity by reflecting diverse families, adapting for SEND, and upholding the Equality Act.

To complement this, My Happy Mind provides a structured programme for mental wellbeing and resilience, while Zones of Regulation supports pupils in developing emotional literacy and self-regulation. Targeted teaching addresses specific needs such as online safety.

The curriculum is fully inclusive and adapted to meet the needs of pupils across our three pathways:
• Engage Pathway: Focus on emotional regulation and building trust through stories and activities that promote self-awareness and positive interactions.
• Discover Pathway: Lessons encourage curiosity and collaboration, using scaffolded approaches to develop social skills and understanding of healthy relationships.
• Explore Pathway: RSE is embedded within a more formal curriculum, ensuring academic rigour while maintaining a strong emphasis on emotional wellbeing and respect.

Full details of statutory and non-statutory coverage can be found in:
- The Story Project RSE Coverage Document
- My Happy Mind Coverage Document
Both documents are available on request and published alongside this policy on the school website.

6. Delivery of RSE

RSE is delivered by class teachers and support staff, using The Story Project's structured lesson sequence and supplemented by My Happy Mind and Zones of Regulation. Lessons are inclusive, age-appropriate, and responsive to pupils' needs.

Roles and responsibilities:
• Governing Board: Approves the policy and monitors implementation.
• Headteacher: Ensures consistent delivery and manages withdrawal requests.
• Staff: Deliver RSE sensitively, model positive attitudes, monitor progress, and respond to individual needs.
• Pupils: Engage fully and treat others with respect and sensitivity.

Teacher Training: Staff receive induction and ongoing CPD, including access to The Story Project Lead Teacher Network for resource updates and collaboration. Visitors may support delivery but never replace teachers. All external contributors follow school safeguarding protocols.

7. Safe Learning Environment

We establish ground rules collaboratively with pupils, use distancing techniques through stories, and allow anonymous questions to ensure safety and respect. Teachers answer questions factually and age-appropriately. If questions go beyond the scope of the curriculum or relate to withdrawn content, teachers explain that these will be addressed privately or at home. Safeguarding is central: disclosures are handled according to school policy and referred to the DSL immediately.

8. Parent Engagement

We work in partnership with parents, providing access to this policy, coverage documents, and lesson resources. Parents are informed when RSE units are taught and invited to view materials. Consultation occurs for policy updates, and parent voice is valued in shaping provision. Governors are kept informed through reports and consultations.

9. Right to Withdraw

Parents cannot withdraw their child from statutory Relationships or Health Education, or science curriculum content. They may withdraw from non-statutory sex education (Year 6 Making a Baby lesson) only. Requests must be made in writing to the Headteacher. Alternative supervised activities will be provided.

10. Monitoring and Review

The policy will be reviewed annually or sooner if national guidance changes, The Story Project curriculum is updated, significant feedback arises, or monitoring identifies the need for revision. Monitoring includes lesson observations, pupil voice, and staff feedback. Links to safeguarding, online safety, and anti-bullying policies ensure coherence.