



Relationships and Sex Education Policy

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Relationships and Sex Education Policy

Aims and Objectives

The objective of RSE is lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is about the understanding of the importance of stable and loving relationships for family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and well-being.

At The Bridge School, Staff strive to create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and where principles of tolerance and equal opportunities are seen in action, that the teaching of how to build good relationships is a vital and natural part of every day school life. We wish to help our young people develop an understanding of how they can protect themselves, and to give them the confidence to seek help and support when they need it.

We want the pupils to be able to make responsible and informed decisions about their lives to the best of their ability. We want pupils to have knowledge, skills and understanding to manage their emotions, conflict and keep themselves and others safe.

Through the RSE programme at The Bridge School we encourage our pupils to develop:

- *an awareness, understanding and respect for self, including self-confidence and pride
- *an awareness and respect for others and their views
- * responsibility for choices and actions
- * values to guide their own behaviour and their relationships with others
- *responsibility and care for family, friends, school and wider community
- *appropriate communication and social skills: RSE is learning about physical, moral and emotional development.

Delivery of RSE and the Curriculum

RSE is part of the planned PSHE programme delivered by class teachers. In Phase 1 / EYFS, it is blended into the whole curriculum. In addition, all subjects taught reflect the importance of PHSE and RSE and look for links that may be made explicit in those lessons – these links are detailed on the subject's ½ termly 'Cover Sheets'. The needs and abilities of our pupils will determine their level of total understanding and direct the manner in which teachers portray and present the learning to maximise its impact as some of these concepts will be found challenging for many of our pupils. There is clearly overlap with the PHSE programme and some of the biological elements here may be taught within Science lessons, as the class teacher determines to be appropriate.

In Phase 2, pupils are presented with learning that covers the following.

- the physical and emotional changes of puberty
- sex and reproduction
- growing up
- naming sexual organs
- personal hygiene
- challenging sexual stereotyping
- challenging homophobia
- considering media messages
- developing a positive body image
- changing relationships as we grow up
- aspirations and how we might see our futures
- different types of relationship
- how to find help and support
- developing emotional literacy
- peer influence and peer pressure
- considering rights and responsibilities
- raising self-esteem and increasing self-awareness
- exploring friendships – making, valuing and maintaining them
- challenging assumptions, stereotyping and prejudice
- communication skills – saying 'no', being assertive and dealing with conflict, negotiation and appreciation.

In Phase 3, aspects of Phase 2 will be repeated as required and in addition the focus will be on developing a healthy, safer lifestyle.

To recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way

How to keep healthy and what influences health, including the media that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel to recognise when pressure from others threatens their personal safety and wellbeing, and to develop effective ways of resisting pressures, including knowing when and where to get help

- About the nature of friendship and how to make and keep friends
- To recognise some of the cultural norms in society, including the range of lifestyles and relationships
- The changing nature of, and pressure on, relationships with friends and family, and when and how to seek help
- About the role and importance of marriage in family relationships
- About the role and feelings of parents and carers and the value of family life
- To recognise that goodwill is essential to positive and constructive relationships
- To negotiate within relationships, recognising that actions have consequences, and when and how to make compromises
- To resist pressure to do wrong, to recognise when others need help and how to support them
- To communicate confidently with their peers and adults.
- That fertilisation in humans is the fusion of a male and a female cell
- About the physical and emotional changes that take place during adolescence
- About the human reproductive system, including the menstrual cycle and fertilisation

- How the foetus develops in the uterus
- How the growth and reproduction of bacteria and the replication of viruses can affect health

In Phase 4, the elements from Phase 2 and 3 will again be repeated as found to be required and in addition, learning will be presented to cover:

- To think about the alternatives and long and short-term consequences when making decisions about personal health.
- To use assertiveness skills to resist unhelpful pressure.
- About the health risks of early sexual activity and pregnancy, and about safer choices they can make.
- In the context of the importance of relationships, how different forms of contraception work, and where to get advice, in order to inform future choices.
- Inform pupils about the use of condoms and provide a service where pupils feel at ease to discuss and request condoms from staff that are trained to do so.
- To seek professional advice and find information about health.
- To be aware of exploitation in relationships.
- To be able to talk about relationships and feelings.
- To resolve disagreements peacefully.
- About the role and responsibilities of a parent, and the qualities of good parenting and its value to family life.
- About the impact of separation, divorce and bereavement on families and how to cope.

SRE, like PHSE, will be teacher - assessed against the appropriate TBS standards and reflect the range of pupils' learning styles.

The school's Physical Development Leader will coordinate RSE and PHSE across the school, in partnership with Curriculum Phase Leaders and reporting to the Headteacher. The programme will be assessed annually as part of the schools subject specific moderation and review cycle.

- To review and plan the content and delivery of the programme of study for sex and relationships education
- To review resources and renew as appropriate
- To evaluate the effectiveness and impact of the programme
- To ensure consistency and continuity through the school
- To update training in line with current guidance and staff identified needs

Child Protection and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils indicate particular issues or sensitive matters, the teacher may judge it necessary to seek support from the DSL team and / or outside agencies.

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy take action as appropriate.

The Headteacher

The Headteacher's responsibilities in respect of RSE are to:

- Liaise with the PD Leader
- Keep the governing body fully informed of provision, issues and progress in RSE
- Act upon any concerns which may arise from pupil disclosure during RSE sessions.

The Governing Body

The governing body has responsibility to ensure a school has an up-to-date RSE policy. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for RSE. The governing body will continue their involvement through regular evaluation of provision and policy.

Parents / Carers

The school aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

The Parental Right to withdraw their child from RSE lessons

Parents have the right to withdraw their children from all, or part, of sex education, which is not part of the Science National Curriculum. **Parents wanting to exercise this right are invited to see the Headteacher who will explore their concerns.** Once those discussions have taken place, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. If a child is withdrawn they will be provided with alternative activities for the duration of the lessons. There is no right to withdraw children from sex education as part of the science curriculum, relationships, or health education.