Bridgewater High School

BRIDGEWATER HIGH SCHOOL

RELATIONSHIPS AND SEX EDUCATION POLICY

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1. AIMS

The aim of Relationships and Sex Education (RSE) at Bridgewater is integral to the schools' Personal Development Curriculum the Intent of which is encouraging pupils to be resilient, confident and independent whilst also empowering them to live safe, healthy and fulfilling lives. RSE links explicitly with the areas of the 'Sense of Curriculum' including: -

- Safety & Risk Awareness
- Responsibility & Respect
- Resilience
- Modern World
- Health & Wellbeing

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It sets out to ensure that pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non- exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and mental wellbeing.

The aims of relationship and sex education (RSE) at Bridgewater High School are to:

- Provide a framework in which sensitive discussions can take place.
- Create a positive culture around issues of sexuality and relationships.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Promote safe, equal, caring and enjoyable relationships and discuss real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Educate pupils about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
- Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.
- Work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home.

2. STATUTORY REQUIREMENTS

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet:
'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contribute to this duty.

Furthermore, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Links

section 3.6 of the National Curriculum, - RSE is compulsory from year 7 onwards.

Secondary schools must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils, parents and Governors. The consultation and policy development process involved the following steps:

- **Review** – a member of staff (AR) pulled together all relevant information including relevant national and local guidance
- **Governor Consultation** – Governors (Safeguarding) were given the opportunity to look at the policy and make recommendations.
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
- **Parent/stakeholder consultation** – parents and any interested parties were invited to read the policy and time was made available to meet parents/carers with any questions about the policy
- **Pupil consultation** – we investigated what exactly pupils want from their RSE
- **Ratification** – once amendments were made, the policy was shared with governors and ratified.

4. DEFINITION

RSE (formerly SRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.
RSE is not about the promotion of sexual activity

5. CURRICULUM

Our curriculum is defined as per Appendix 1 & 2 which is incorporated in our Curriculum Overview (Appendix 3) which we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff considering the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't rely on seeking answers online.

For more information about our curriculum, see our curriculum map in Appendix 3.

6. DELIVER OF RELATIONSHIPS AND SEX EDUCATION (RSE)

RSE will be set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school**.** The curriculum on relationships and sex will complement and be supported by, the schools' wider policies on behaviour, inclusion, equality, online safety, anti-bullying and safeguarding. RSE will sit within the context of the schools '**Sense of Curriculum'** as well as promoting the spiritual, moral, social, cultural, mental and physical development of pupils both at school and in society.

Relationships Education, RSE and Health Education will be accessible for all pupils including those with Special Educational Needs (SEND). High quality teaching which is differentiated and personalised, will be the starting point to ensure accessibility for all pupils. Moreover, we as a school will be mindful of the *preparing for adulthood outcomes* as set out in the SEND code of practice, when delivering these topics to pupils with SEND.

When delivering RSE to pupils with SEN, we are aware that some pupils maybe more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Furthermore, we recognise that Relationships Education may be a priority for some pupils, for example some with Social, Emotional and Mental Health Needs or learning disabilities. There may therefore be a need to tailor content and teaching to meeting the specific needs of children at different development stages. Where this is necessary members of the Education Support Team will support the resourcing and delivery of such topics.

RSE at Bridgewater will be taught through the Personal Development Tutorial Curriculum which compromises of:-

- Personal, Social, Health and Economic Education (PSHE)
- Personal Development Tutorial Sessions
- Year group Assemblies
- Personal Development Days.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE)

Pupils also receive stand-alone sex education sessions delivered by a trained health professional although it is more likely that these sessions will be incorporated into the Personal Development Tutorial Curriculum.

Across all Key Stages, pupils will be supported in developing the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work

Effective teaching will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

7. ROLES AND RESPONSIBILITIES

The Governing Body

The governing body will approve the RSE policy, and hold the Principal and Headteachers to account for its implementation.

The Principal and Headteachers

The Principal is responsible for ensuring that RSE is taught consistently across the school. This is then delegated to the Headteacher of each site who will take responsibility also for managing requests to withdraw pupils from non-statutory components of RSE. The Headteacher will ensure that:

- All staff are informed of the policy and the responsibilities included within the policy.
- The subjects are staffed and timetabled in a way to ensure the school fulfils their legal obligations.
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND.
- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Ensuring all students are offered the opportunity to explore ideas, situations and feelings in an atmosphere of confidence and support.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils including those with SEND.

- Ensuring, that where appropriate, they direct pupils to seek advice and support from an appropriately trained individual or agency.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Parents/Carers

The school acknowledge the key role that parents/carers play in the development of their children's understanding about relationships. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

All Parents/Carers will be:
- Given every opportunity to understand the purpose and content of Relationships Education and RSE.
- Encouraged to participate in the development of Relationships Education and RSE.
- Able to discuss any concerns directly with the school.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. PARENTS RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory/non-science components of RSE. Before doing so, parents are encouraged to talk to the Assistant Headteacher of Personal Development. Parents /carers will be invited to view the teaching resources in order to inform any decisions regarding withdrawing their child.
Requests for withdrawal should formally be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record.
The Headteacher/RSE Lead will discuss the request with parents and take appropriate action.

Following the discussions, except in exceptional circumstances, the school will respect the parents' request to withdraw their 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 will make arrangements to provide the child with sex education during one of those terms.

The Headteacher/Head of School will ensure that where a pupil is excused from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal
The RSE policy will be shared with any parents who wish to withdraw their child.

9. RESPONSIBILITY FOR TEACHING RSE AND TRAINING

RSE at Bridgewater will be taught through the Personal Development Tutorial Curriculum which compromises of:-

- Personal, Social, Health and Economic Education (PSHE)
- Personal Development Tutorial Sessions
- Year group Assemblies
- Personal Development Days.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Whilst all school staff have overall responsibility for RSE, the RSE curriculum will generally be delivered through form tutors with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years and we believe that they are the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances.

All of those who deliver RSE will regularly update their knowledge and expertise incorporating the support of other professionals including the school nurse, local sexual health services, and safeguarding professionals.

Where appropriate pupils will also receive stand-alone sex education sessions delivered by a trained health professional. These will complement the sessions delivered by tutors through the Personal Development Curriculum. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten. Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

More expert or specialist teachers support tutors who are uncomfortable with teaching certain aspects of the curriculum. Support is offered within the year team or from the Assistant Headteacher (Personal Development) who will help with the planning or delivery of the lessons if required.

The Assistant Headteacher (Personal Development) will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Assessment is carried out at the end of each interim cycle and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

10. MONITORING ARRANGEMENTS

The delivery of RSE is monitored by the Assistant Headteacher (Personal Development) who works alongside members of the Leadership Team, Head of Year (HoY) and Assistant Heads of Year (AHoY) to monitor delivery of lessons to ensure RSE is being taught effectively.

Learning walks and pupil voice will also support monitoring arrangements.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems whilst staff will also be involved in evaluating the RSE teaching programme as part of an end of year review.

This policy will be reviewed by the Assistant Headteacher (Personal Development) annually.

At every review, the policy will be approved by the **Headteacher and Governing Body.**

Appendix 1

Relationships and Sex Education (RSE)
By the end of secondary school

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:-

Families

Pupils should know:

- That there are different types of committed, stable relationships.
- How these relationships might contribute to human happiness and their importance for bringing up children.
- What marriage is, including their legal status – for example, that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
- Why marriage is an important relationship choice for many couples and why it must be freely entered into.
- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.
- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe (and to recognize this in others' relationships), how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships, including friendships

Pupils should know:

- The characteristics of positive and healthy friendships, in all contexts including online, such as: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships, this includes different (non-sexual) types of relationship.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

Pupils should know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share
  personal material which is sent to them.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content
- That specifically sexually explicit material, for example pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being safe

Pupils should know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

- How people can actively communicate and recognize consent from others, including sexual consent, and how and when consent can be withdrawn, in all contexts, including online.

Intimate and sexual relationships, including sexual health

Pupils should know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or to enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, efficacy and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).
- How the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.

- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

The Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- Marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Appendix 2

Physical health and mental wellbeing

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental Wellbeing

Pupils should know:-

- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- That happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- Common types of mental ill health (e.g. anxiety and depression).
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet Safety and Harms

Pupils should know:-

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical Health & Fitness

Pupils should know:-

- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- About the science relating to blood, organ and stem cell donation.

Healthy Eating

Pupils should know:-

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, Alcohol & Tobacco

Pupils should know:-

- The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health & Prevention

Pupils should know:-

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic First Aid

Pupils should know:-

- Basic treatment for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed

Changing Adolescent Body

Pupils should know:-

- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
- The main changes which take place in males and females, and the implications for emotional and physical health.

Curriculum Overview – Available on Request