



The Bridge Short Stay School

**RELATIONSHIPS AND SEX EDUCATION POLICY**

Lead responsibility for policy	Laura Byrne Date: 01/10/2021
Approved (Head Teacher)	 Date: 04/10/2021
Approved (Chair of Management Committee)	Peter Carrington Date: 12/10/2021
Date policy due for renewal	Date: September 2023

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a Pupil Referral Unit we must provide RSE to all pupils as per the Children and Social work act 2017.

In teaching RSE, we must have regard to the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The Bridge Short Stay School, we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – a member of staff and lead PSHE teacher pulled together all relevant information including relevant national and local guidance
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy and changes due to be made
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

RSE 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 set out as per Appendix 1 but we may need to adapt it as and when necessary, depending on group dynamics for example, predominantly male or female classes, previous lesson content and impact on learners or in response to specific circumstances or gaps in learning.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Delivery of the content will be made accessible to all students with consent, including those with SEND. Each Pathway will have 1 timetabled lesson each week and follow either the KS3, year 10 or year 11 scheme of work, depending on group dynamics and will consider the needs of all students.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional (school, nurse).

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

Staff responsible for teaching RSE at The Bridge Short Stay School, teachers of PSHE/Science, Form tutors and Elsa 1:1s.

### 7.4 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 sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

The headteacher 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.

Laura Byrne has also attended training delivered by The Proud Trust – Sexuality aGender in 2017.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the headteacher through: the whole school quality assurance process including, learning walks, and monitoring of students' work.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Laura Byrne (teacher) annually. At every review, the policy will be approved by the governing board and the headteacher.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map – KS3

Unit		Link to SOW
<b>1. Puberty</b>	Introduction to Puberty	<b>AA1</b>
	Girls & Puberty	<b>AA2</b>
	Boys & Puberty	<b>AA3</b>
	Independence & Puberty	<b>AA4</b>
	Growing & Assessment	<b>AA5</b>
<b>2. Family</b>	Family	<b>AA6</b>
	Marriage & Civil partnership	<b>AA7</b>
	Forced marriage	<b>AB1</b>
	Parenting	<b>AB2</b>
<b>3. Friendships</b>	Friendships	<b>AB3</b>
	Bullying	<b>AB4</b>
	Bullying or banter	<b>AB5</b>
	Cyberbullying	<b>AB6</b>
	Keeping safe (on/off line)	<b>AB7</b>
<b>4. Relationships</b>	Love & Relationships	<b>SPA1</b>
	Consent	<b>SPA2</b>
	Safe sex & contraception	<b>SPA3</b>
	Good sexual health & STIs	<b>SPA4</b>
	Sexting	<b>SPA5</b>
	Pornography	<b>SPA6</b>
<b>5. Domestic Violence</b>	Domestic Violence (1)	<b>SPB1</b>
	Domestic Violence (2)	<b>SPB2</b>
	Domestic Conflict	<b>SPB3</b>
<b>6. Body Image</b>	Body Image – Boys	<b>SPB4</b>
	Body Image – Girls	<b>SPB5</b>
	Body Image – Media	<b>SPB6</b>
<b>7. Peer Pressure</b>	Peer Pressure	<b>SUA1</b>
<b>8. CSE</b>	Child Sexual Exploitation	<b>SUA2</b>
<b>9. FGM</b>	Female Genital Mutilation	<b>SUA3</b>

<b>10.Periods</b>	Periods	<b>SUA4</b>
<b>11.Pregnancy</b>	Teenage Pregnancy	<b>SUA5</b>
	Pregnancy	<b>SUA6</b>
	Pregnancy development	<b>SUB1</b>

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**Relationships and sex education curriculum map –**

**Year 10**

<b>Unit</b>		<b>Link to SOW</b>
<b>1. Puberty &amp; Periods</b>	Puberty recap	<b>AA1</b>
	Periods recap	<b>AA2</b>
<b>2. Relationships</b>	What is OK in a teenage relationship?	<b>AA3</b>
	Disrespect NoBody (1)	<b>AA4</b>
	Disrespect NoBody (2)	<b>AA5</b>
<b>3. Healthy &amp; Controlling Relationships</b>	Healthy & controlling relationships	<b>AA6</b>
	Abused by my Girlfriend	<b>AA7</b>
<b>4. Break Ups</b>	Break ups	<b>AB1</b>
	Murdered by my Boyfriend	<b>AB2</b>
<b>5. Family &amp; Marriage</b>	Family & Marriage	<b>AB3</b>
	Forced Marriage	<b>AB4</b>
<b>6. Exploring a range of Identities</b>	Exploring a range of identities	<b>AB6</b>
	Gender identity – Murdered for being different	<b>AB7</b>
	Same sex relationships LGBTQ	<b>SPA1</b>
	Gender & trans Identity LGBTQ	<b>SPA2</b>
	LGBTQ	<b>SPA3</b>
	Sexism, gender prejudice	<b>SPA4</b>
<b>7. The Media &amp; Body Image</b>	Body Image & The media	<b>SPA5</b>
	Body Image & The media – Documentary – Jessie Nelson	<b>SPA6</b>
<b>8. The Law, Sex &amp; the Internet</b>	Underage sex	<b>SPB1</b>
	Sexting & pornography	<b>SPB3</b>

<b>9. Consent</b>	Consent	<b>SPB4</b>
	Consent & Rape	<b>SPB5</b>
	Date rape	<b>SPB6</b>
<b>10. Revenge Porn</b>	Revenge Porn	<b>SUA1</b>
<b>11. Bullying – Body shaming</b>	Body shaming	<b>SUA2</b>
<b>12. Good sex</b>	Good sex	<b>SUA3</b>
<b>13. Contraception</b>	Contraception	<b>SUA4</b>
<b>14. STIs</b>	STIs	<b>SUA5</b>
<b>15. Attitudes – Sex in Class</b>	Sex in Class documentary	<b>SUA6</b>
<b>16. Breast &amp; Testicle safety</b>	Breast & testicle safety	<b>SUB1</b>
<b>17. Teenage Pregnancy</b>	Teenage Pregnancy	<b>SUB2</b>

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**Relationships and sex education curriculum map –**

**Year 11**

<b>Unit</b>		<b>Link to SOW</b>
<b>1. Qualification – Sexual Health Awareness</b>	Introduction to course – Relationships 1.1	<b>AA1</b>
	Relationships 1.2 – 1.4	<b>AA2</b>
	Relationships 1.5 – 1.6	<b>AA3</b>
<b>2. Qualification – Human Reproduction</b>	Human Reproduction 2.1	<b>AA4</b>
	Human Reproduction 2.2	<b>AA5</b>
<b>3. Qualification - Contraception</b>	Contraception 3.1	<b>AA6</b>
	Contraception 3.2 – 3.3	<b>AA7</b>
	Contraception 3.4 – 3.6	<b>AB1</b>
<b>4. Qualification – STIs</b>	STIs HIV 4.1- 4.2	<b>AB2</b>
	STIs 4.3 – 4.5	<b>AB3</b>
<b>5. Qualification – The Media</b>	The Media 5.1- 5.2	<b>AB4</b>
	The Media 5.3	<b>AB6</b>
	Send Me a Nude Lesson 1	<b>SPA1</b>

<b>6. Send Me a Nude</b>	Send Me a Nude Lesson 2	<b>SPA2</b>
	Send Me a Nude Lesson 3	<b>SPA3</b>
<b>7. Disrespect NoBody</b>	Relationship Abuse	<b>SPA4</b>
	Consent	<b>SPA5</b>
	Sharing sexual images	<b>SPA6</b>
<b>8. Exploited</b>	Exploited	<b>SPB1</b>
<b>9. Dangerous Loverboy</b>	Dangerous Loverboy (1)	<b>SPB3</b>
	Dangerous Loverboy (2)	<b>SPB4</b>
	Dangerous Loverboy (3) Three Girls	<b>SPB5</b>
	Dangerous Loverboy (4) Three Girls	<b>SPB6</b>
<b>10. RealCare Baby</b>	Foetal Alcohol Syndrome	<b>SUA1</b>
	Drug Affected baby	<b>SUA2</b>
	Shaken baby	<b>SUA3</b>
	Baby demonstrator & Bump	<b>SUA4</b>

## Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>• What marriage is, including their legal status e.g. 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</li> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting</li> <li>• 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 recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• The characteristics of positive and healthy friendships (in all contexts, including online) including: 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	          