Bridlington School

Sex and Relationship Education Policy (statutory)

Approved by:	Pupil and Personnel Committee	**Date:** 12/03/2021
Last reviewed on:	12/03/2021	
Next review due by:	March 2022	

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1. Aims

The aims of sex and relationship education (SRE) 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

Bridlington School's RSE policy is designed to feed into the school's ethos that our students 'Hand on the torch of life' and we create a sustainable and holistic environment for learning and personal development.

2. Statutory requirements

As a maintained secondary school that is part of the local authority, under <u>section 3.6 of the National Curriculum</u>, SRE is compulsory from year 7 onwards at Bridlington School.

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 and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils want from their SRE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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.

SRE involves a combination of sharing information, and exploring issues and values.

SRE is not about the promotion of sexual activity.

5. Delivery of SRE

SRE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of SRE are taught within the science curriculum, and other aspects are included in religious education (RE), English and history curriculums.

Pupils also receive stand-alone sex education sessions delivered by a trained health professional who is an NHS nurse that also delivers a weekly drop in clinic at the school*

Pupils receive several assemblies a year on a variety of aspects connected to RSE delivered by external professionals, drama groups or people with experience in the area*. For example, we have had talks delivered by the NHS, The Haven project (an ethnic minority and refugee charity), Women's Aid (a domestic abuse and family support charity), Corner House (a respite home for women and children and LGBT support workers), a variety of faith professionals, holocaust survivors, war veterans, local police and crime prevention teams, Mental Health England as well as regular assemblies delivered by trained pastoral staff within the school.

*Please note: this is dependent on COVID-19 restrictions allowing for external visitors to access the school site.

Across all Key Stages, pupils will be supported with 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

These skills are taught within the context of family life.

6. Roles and responsibilities

6.1 The governing body

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

6.2 The headteacher

The headteacher is responsible for ensuring that SRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

6.3 Staff

Staff are responsible for:

- Delivering SRE in a sensitive way
- Modelling positive attitudes to SRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE
- Updating their own curriculum areas to adjust to the needs of the school's SRE policy

Staff do not have the right to opt out of teaching SRE. Staff who have concerns about teaching SRE are encouraged to discuss this with the headteacher or deputy head responsible. Training on how to deliver SRE is consistently offered for any staff who wish.

6.4 Pupils

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

7. Parents' right to withdraw

Parents' have the right to withdraw their children from the non-statutory components of SRE.

Requests for withdrawal should 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 will discuss the request with parents and take appropriate action.

Parents will be invited to discuss their issues with the SRE curriculum and/or delivery and will be advised that it is a key part of the development and welfare of their child while attending the school.

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

8. Training

Regular training for staff will be offered by experienced teachers as part of the school's ongoing CPD programme.

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 SRE.

9. Monitoring arrangements

The delivery of SRE is monitored by Core SLT and Mr Sam Clare, Deputy Head responsible for welfare, through:

- Line management meetings
- Curriculum planning
- Learning walks
- Formal assessment in PSHCE lessons
- Regular staff training

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

This policy will be reviewed by Core SLT annually. At every review, the policy will be approved by Core SLT and sent to the Governing Board should there be any changes made.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

	Year 7	Year 8	Year 9
B Q	**Why is important to treat others the way you would like to be treated?**	**How can lifestyle choices affect your personal wellbeing?**	**Who do I dream of becoming?**
t o p i c	Relationships	**smoking**	Dreams and Goals
1	community	the cost of smoking	Who do I want to be?
2	friendships	long and short term effects of smoking	identifying strengths
3	diversity	second hand smoke	managing criticism and feedback
4	stereotypes	what influences someone to smoke	better communities and societies
5	identifying racism	the risks of smoking	tools for developing new skills
6	bullying or banter	how addictions impact your life	The Law and young people at work
7	human rights		What's my plan?
8 -	S/P assessment		
B Q	**how do I take care of my mental health?**	What does the Law say about relationships?	How should we embrace difference?
t o pi c	**Changing me (mental health)**	The law and relationships	Celebrating Difference
9	Talking about my emotions	marriage	protected characteristics
1 0	What is happiness	age of consent and why	diversity across the UK and the world
1 1	early stages of mental wellbeing concerns	sexuality	positive and negative language
1 2	knowing whether something is good or bad for my mental health	gender identity	types of bullying
1	importance of exercise	domestic violence	recognising prejudice

3			
14	mindfulness	hate crime	impact of prejudice
15-	G4G data collection		
BQ	**How do Politics affect us and our world?**	**What are families?**	**How can addictions impact my life style**
topic	Physical health	family	addictions
15	Personal Hygiene	types of family	What do we know about drugs?
16	dental hygiene	types of marriage- love, arranged, forced	illegal drugs
17	importance of vaccinations	characteristics and legal status of different types of long-term relationships	the impact of drugs
18	importance of sleep	relationships with parents	drugs and the law
19	How my mental and physical health impacts my behaviour in school	trustworthy adults	gaming addiction
21-	S/P assessment		
BQ	**How can addictions impact my lifestyle?**	How should I behave online?	How do I take care of my mental health?
topic	**Smoking**	online	Changing me (mental health)
21	**The cost of smoking**	rights and responsibilities online	peer pressure
22	long and short term effects of smoking	risks with online behaviour	social groups and influences
23	second hand smoke	knowing what is appropriate to share	anxiety
24	what influences someone to smoke	impact of viewing harmful content (radicalisation-white supremacy)	anger,self-harm, aggression
2	the risks of smoking	What to do and where to report	**handling a bereavement**

2 5		inappropriate online content	
2 6 -	S/P assessment		
B Q	**what are the best ways to keep myself safe?**	**How do I manage my feelings within relationships?**	**Is choice important within intimate relationships?**
t o pi c	personal safety	RSE - Relationships (Jigsaw)	**RSE - Relationships**
2 7	what is personal safety?	negative self thoughts	power and relationships
2 8	travelling	Body image	consent
2 9	vulnerability	personal space	domestic violence and its impact
3 0	following the crowd	media portrayal; of relationships	sexting
3 1	knife crime	components of a positive relationship	assertiveness and saying no
3 2	moving forward	recognising negative relationships	what is a healthy relationship?
3 3 -	G4G assessment, data collection		
B Q	**What changes are happening to prepare me for adulthood?**	**What factors can make an intimate relationship happy and healthy?**	**What do I need to be aware of when approaching young adulthood?**
t o pi c	**RSE - Changing Me (Jigsaw)**	**RSE - Changing Me (Jigsaw)**	**RSE - Changing Me**
3 4	Different Relationships - Stonewall	Boyfriends and girlfriends	Contraception
3 5	Puberty and body development	Different types of committed and stable relationships	STIs and HIV and Aids
3 6	Contraception and childbirth (interleaved from primary)	Positive aspects of healthy relationships	Online grooming - Definitions/legalities/case studies - SM media, laws relating to sexual consent, coercion, rape
3 7	Different types of parenting	Negative factors that can make an intimate relationship unhealthy -Definitions/legalities -	County Lines - Definitions/legalities/case studies - Drugs & criminality

		CCE, CSE, Coercion & control	
3 8	Self and body image	Choosing to 'come out' - Stonewall	County Lines - Definitions/legalities/case studies - CCE to CSE
3 9	Emotional/Brain changes in adolescence	Pornography- law and impact	Knife Crime
4 0 -	S/P assess		

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

TOPIC	PUPILS SHOULD KNOW
Families	• 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 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 • 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 recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• 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 • 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 (e.g. 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

TOPIC	PUPILS SHOULD KNOW
Online and media	• 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 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 • 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	• 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 recognise 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	• 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, e.g. 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 • 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/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

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	