

Bridlington School

Relationship and Sexual Health Education Policy



Approved by:	Full Governing Body	Date: September 2023
Last reviewed on:	July 2023	
Next review due by:	Autumn 2025	



RELATIONSHIP AND SEXUAL HEALTH EDUCATION POLICY

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1. Aims

The aims of sex and relationship education (RSHE) at our school are to:

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

Bridlington School's RSHE 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>, RSHE 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, students 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. Student consultation we investigated what exactly students want from their RSHE
- 5. Ratification once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSHE is not about the promotion of sexual activity.



5. Delivery of RSHE

RSHE is taught within the Life Skills (PSHE) curriculum. Biological aspects of RSHE are taught within the Science and Physical Education (PE) curriculum, and other aspects are included in the Religious Education (RE), English and History curriculums.

Students 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. Students receive several assemblies a year on a variety of aspects connected to RSHE 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), holocaust survivors, war veterans, dramatic theatre groups, local police and crime prevention teams, Mental Health England as well as regular assemblies delivered by trained pastoral staff within the school.

Across all Key Stages, students 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 RSHE policy and hold the Headteacher to account for its implementation.

6.2 The Headteacher

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

6.3 Staff

Staff are responsible for:

Delivering RSHE in a sensitive way



- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Updating their own curriculum areas to adjust to the needs of the school's RSHE policy

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

6.4 Students

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

7. Parent/Carers' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of RSHE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Parents/carers will be invited to discuss their issues with the RSHE 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 students who are withdrawn from RSHE.

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 RSHE.

9. Monitoring arrangements

The delivery of RSHE is monitored by Core SLT and the Assistant Headteacher responsible for Personal Development, through:

- Line management meetings
- Curriculum planning
- Learning walks
- Formal assessment in Life Skills lessons





- Regular staff training
- Annual parental consultation

Students' development in RSHE 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: RSHE Curriculum Maps KS3

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Bullying or Bantor	Consolidation lesson	What is my plan?	
		HALF TERM	
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Talking about my omotions	Marriago	Protected characteristics	
What is happiness - being connected with others	Rolar and rasponsibilities of parents	Paritivo and no qativo languago - LGBTQAI+	
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Physical health	Family	Addictions	
Personal Hygiene	Types of family	What do we know about drugs?	
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Healthy eating - health rinks of poor diet	Different types of committed and stable relationships	Illogal drugr	
Importance of sleep	Rolationships with paronts	Impact of drugs	
Importance of vaccinations	Trustworthy adults	Gaminq addiction	
Monstruation	Typos of marriago-lovo, arrangod, forcod	Gambling addiction	
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KS4

K54		
Tear 10	Tear 11	
Hou can the media impact on personal		
relationships?	Hau can I sook support with my montal health?	
Dangers of visuing explicit meterial in media	Montal wellbeing - recognizing and supporting	
Impacts on attitude and behaviour	Caping with examstress fanxiety	
Damago ta rolationships from viouing explicit material	Broaking down montal hoalthstigma	
Explaitation	Panic dirardor/panic attackr	
Parnagraphy and the law	Evorydaystrossors andstriggors in adult lifo	
Sexual consent and capacity to consent	Part-Traumatic Stress Disarder (PTSD)	
Reporting issues of consent	Suicidalthoughtr	
Consolidation lesson	Social Anxiety Dirorder (SAD)	
Haw du life chaicer impact an rexuel health?	When ir qumbling harmful?	
Sexual health - impact of alcohol / drugs	Gambling, dobt and targeted advertising	
Alcohol, drugs and sex	Maintaining paritivo montal hoalth into adulthood	
Impact of drugrand alcohol	Undorstanding gambling	
Sexual coercion	Rozilionco tawardz gambling	
STIr and koopingsafo	Rocagniring problem gambling	
Fortility and roproduction - dispolling myths	Tarqotod advortiring	
Fortility and infortility	Influencer endarsements	
Consolidation lesson	Ricks of online financial lending	
Hau can I regulate my ematians?	How to recognize a controlling relationships?	
Montal wellbeing: Impact of our actions	Hunnur bared violence, FGM and exploitation	
bruer uithrchool uork	What is for cod marriago?	
Everydaystross triqqers we can control	What ir honour barod violence?	
Violence and aggression	What is FGM?	
Anti-rocial behaviour	FGM - Signar and Support	
	FGM - Signs and Support Stratogics to corporat to control within relationships	
Anti-social behaviour Violent extremism and links to mental health Problematic interactions online	Stratogies to respond to control uithin relationships Seeking help for domestic abuse	
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KS5

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Hau can lifestyle chaices affect my uellbeing?	
Health and wellbeing	_
Clarr A Drugr	_
Clarr A Drugr	_
Class B Drugs	_
Clars B Drugs Clars C Drugs	_
Clary C Drugy	_
Commotic and plantic surgory	_
HALF TERM	
Hau can lifestyle chaices affect my uellbeing?	
Health and wellbeing	
Commotic and plantic surgery	
Gondor and identity	
Gondor and identity	
Mircarriago and unplannod prognancios	_
Mircarriago and unplannod prognancios	
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Releastion	
CHRISTMAS	
Hau da I take care of my sexual health?	
Sex, Relationships and Society	_
Critical thinking and fake now	
Critical thinking and fake now	_
Dato rapo -	_
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Fominirm	_
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Froospooch and hatospooch	
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Appendix 2: RSHE Statutory Guidance

TOPIC	STUDENTS 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



RELATIONSHIP AND SEXUAL HEALTH EDUCATION POLICY

TOPIC	STUDENTS 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, honourbased 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 Relationship and Sexual Health Education

TO BE COMPLET	TED BY PARENTS		
Name of child		Class	
Name of parent		Date	
Reason for withdra	awing from sex education withi	n relationsh	ips and sex education
Any other information you would like the school to consider			
Parent signature			
	L		
TO BE COMPLETE	ED BY THE SCHOOL		
Agreed actions from discussion			
with parents			
Staff member:			



RELATIONSHIP AND SEXUAL HEALTH EDUCATION POLICY