

# 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

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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 section 3.6 of the National Curriculum, 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

KS3		
Year 7	Year 8	Year 9
<b>Why should we treat others the way we wish to be treated?</b>	<b>How can my financial choices affect my life?</b>	<b>Who do I dream of becoming?</b>
<b>Relationships</b>	<b>Money Matters</b>	<b>Dreams and Goals</b>
Who am I?	How to successfully manage my money	Who do I want to be?
Diversity	Budgeting and saving	Identifying strengths
Stereotypes	Forms of payment	Interpersonal skills
Identifying racism	Borrowing money and interest rates	Careers that improve society
Human Rights	The art of haggling	Writing a CV
Friendship	Financial exploitation	The law and the workplace
Bullying or Banter	Consolidation lesson	What is my plan?
<b>HALF TERM</b>		
<b>How do I take care of my mental health?</b>	<b>What does the law say about relationships?</b>	<b>How should we embrace difference?</b>
<b>Changing me (mental health)</b>	<b>The law and relationships</b>	<b>Celebrating Difference</b>
Talking about my emotions	Marriage	Protected characteristics
What is happiness - being connected with others	Role and responsibility of parents	Positive and negative language - LGBTQAI+
Early signs of mental wellbeing concerns	Age of consent and why	What is bullying?
Is something good or bad for my mental health	Sexuality	Recognising prejudice and racism
Importance of exercise	Gender identity	Impact of prejudice and racism
Mindfulness	Domestic violence	Diversity across the UK and the world
Consolidation - How do I look after my mental health?	Hate crime	How do we celebrate difference?
<b>CHRISTMAS</b>		
<b>How do I take care for my physical health?</b>	<b>What are families?</b>	<b>How can addictions affect my wellbeing?</b>
<b>Physical health</b>	<b>Family</b>	<b>Addictions</b>
Personal Hygiene	Types of family	What do we know about drugs?
Dental hygiene	Characteristics and legal status of types of relationships	Drugs and the law - exploring attitudes
Healthy eating - health risks of poor diet	Different types of committed and stable relationships	Illegal drugs
Importance of sleep	Relationships with parents	Impact of drugs
Importance of vaccinations	Trustworthy adults	Gaming addiction
Menstruation	Types of marriage - love, arranged, forced	Gambling addiction
Mental/physical health impact on my behaviour	How do relationships make humans happy - raising children	Alcohol - risky behaviours
<b>HALF TERM</b>		
<b>How should I behave online?</b>	<b>How do I manage my feelings within relationships?</b>	<b>Is choice important within intimate relationships?</b>
<b>Online safety</b>	<b>Relationships and my emotions</b>	<b>Choice in relationships</b>
Cyber bullying	Negative self thoughts	Power and relationships
Risks with online behaviour - digital footprint	Body image	Consent
Knowing what is appropriate to share	Personal space	Domestic violence and its impact
Impact of viewing harmful content (radicalisation)	Media portrayal of relationships	Sexting
Radicalisation (incel)	Components of a positive relationship	Identifying sexual pressure
Social media trolls	Recognising negative relationships	What is a healthy relationship?
<b>EASTER</b>		
<b>How can lifestyle choices affect my wellbeing?</b>	<b>What is 'county lines' and how do I keep myself safe?</b>	<b>How do I take care of my mental health?</b>
<b>Smoking</b>	<b>Grooming and County lines</b>	<b>Mental health</b>
The art of making	Online grooming - Definition/tautcr - consent, coercion, rape	Poor pressure
Long and short term effects of making	County Lines - Definition/tautcr - studies - Drugs & criminality	Social groups and influences
Second hand smoke	County Lines - Definition/tautcr - studies - CCE to CSE	Anxiety
What influences someone to make	Alfie's story county lines	Anger, self harm, aggression
The risks of making	Looking ahead - consolidation what should I look out for?	Handling a bereavement
Consolidation lesson	Consolidation lesson	Consolidation lesson
<b>HALF TERM</b>		
<b>What changes are happening to prepare me for adulthood?</b>	<b>What factors can make an intimate relationship happy and healthy?</b>	<b>What do I need to be aware of when approaching young adulthood?</b>
<b>Adulthood</b>	<b>Intimate Relationships</b>	<b>Adulthood</b>
Different Relationships - Stano wall	Romantic relationships	Contraception
Puberty and body development	How stereotypes negatively impact relationships	STIs and HIV and Aids
Contraception and childbirth (interleaved from primary)	Sexual health - clinic, contraception, what to go to for help	Grooming
Different types of parenting	Unhealthy intimate relationships - CCE, CSE, Coercion & control	County Lines
Self and body image	Ensuring relationships are healthy (boundaries, harassment)	Alfie's Story
Emotional/Brain changes in adolescence	Charging to 'come out' - Stano wall	Alfie's Story 2
Where can I get help?	Paraphraphy - law and impact	Consolidation lesson

**KS4**

KS4	
Year 10	Year 11
<b>How can the media impact on personal relationships?</b>	<b>How can I seek support with my mental health?</b>
<b>Dangers of viewing explicit material in media</b>	<b>Mental wellbeing - recognising and supporting</b>
Impact on attitude and behaviour	Coping with exam stress/anxiety
Damage to relationships from viewing explicit material	Breaking down mental health stigma
Exploitation	Panic disorder/panic attacks
Pornography and the law	Everyday stressors and triggers in adult life
Sexual consent and capacity to consent	Post-Traumatic Stress Disorder (PTSD)
Reporting issues of consent	Suicidal thoughts
Consolidation lesson	Social Anxiety Disorder (SAD)
<b>How do life choices impact on sexual health?</b>	<b>When is gambling harmful?</b>
<b>Sexual health - impact of alcohol / drugs</b>	<b>Gambling, debt and targeted advertising</b>
Alcohol, drugs and sex	Maintaining positive mental health into adulthood
Impact of drugs and alcohol	Understanding gambling
Sexual coercion	Resilience towards gambling
STIs and keeping safe	Recognising problem gambling
Fertility and reproduction - dispelling myths	Targeted advertising
Fertility and infertility	Influencer endorsements
Consolidation lesson	Risks of online financial lending
<b>How can I regulate my emotions?</b>	<b>How to recognise a controlling relationship?</b>
<b>Mental wellbeing: Impact of our actions</b>	<b>Honour based violence, FGM and exploitation</b>
Issues with alcoholism	What is forced marriage?
Everyday stress triggers we can control	What is honour based violence?
Violence and aggression	What is FGM?
Anti-racial behaviour	FGM - Signs and Support
Violent extremism and links to mental health	Strategies to respond to control within relationships
Problematic interactions online	Seeking help for domestic abuse
Consolidation lesson	Consolidation lesson
<b>What are the dangers online?</b>	<b>What is planned parenthood?</b>
<b>Internet safety, online relationships</b>	<b>Sexual relationships: Frequency and parenting</b>
Obsessive online behaviour (Part One)	Preparation to pregnancy - advice and support
Obsessive online behaviour (Part Two)	Pregnancy
Curating our timeline	Labour
Catfishing	Miscarriage and stillbirth
Self-help for our online behaviour	Alternative ways of having a baby
Summary - what makes a healthy online relationship?	Abortion
<b>Why is voting so important?</b>	<b>How can I keep myself safe as an adult?</b>
<b>Citizenship MC / Choices and pathways</b>	<b>Healthy life: Choices approaching adulthood</b>
Political Parties and democracy	Personal safety in networking (work, etc)
History of British Politics	First Aid
The House of Parliament	Identifying and managing risks in society
How laws are made	Being an organ donor - science to inform choices
British Values	What is self-examination?
Consolidation lesson	Screening and meat tests
<b>What are the longterm effects of addiction?</b>	<b>EXAM SEASON</b>
<b>Addiction and alcohol dependency</b>	
What is addiction?	
Addiction to specific drugs	
Consequences of addiction	
Seeking help for addiction	
Alcohol dependency	
Limiting Alcohol Intake	
Consolidation lesson	





**KS5**

<b>KS5</b>
<b>How can lifestyle choices affect my wellbeing?</b>
<b>Health and wellbeing</b>
Class A Drugs
Class A Drugs
Class B Drugs
Class B Drugs
Class C Drugs
Class C Drugs
Cosmetic and plastic surgery
<b>HALF TERM</b>
<b>How can lifestyle choices affect my wellbeing?</b>
<b>Health and wellbeing</b>
Cosmetic and plastic surgery
Gender and identity
Gender and identity
Miscarriage and unplanned pregnancies
Miscarriage and unplanned pregnancies
Relaxation
Relaxation
<b>CHRISTMAS</b>
<b>How do I take care of my sexual health?</b>
<b>Sex, Relationships and Society</b>
Critical thinking and fake news
Critical thinking and fake news
Date rape
Date rape
Feminism
Feminism
Free speech and hate speech
<b>HALF TERM</b>
<b>How do I take care of my sexual health?</b>
<b>Sex, Relationships and Society</b>
Free speech and hate speech
Human violence
Human violence
Social justice
Social justice
Sex, Relationships and Society consolidation
<b>EASTER</b>
<b>How can I prepare myself for the world of work?</b>
<b>Careers, Finance and Independence</b>
Apprenticeship
Apprenticeship
Careers applications and personal presentation
Careers applications and personal presentation
Careers employability
Careers employability
<b>HALF TERM</b>
<b>How can I prepare myself for the world of work?</b>
<b>Careers, Finance and Independence</b>
Careers in the core subjects
Careers in the core subjects
Personal statements
Personal statements
Computer literacy
Plagiarism
Researching different jobs

## Appendix 2: RSHE Statutory Guidance

TOPIC	STUDENTS 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	STUDENTS SHOULD KNOW
<p>Online and media</p>	<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>
<p>Being safe</p>	<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>
<p>Intimate and sexual relationships, including sexual health</p>	<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 Relationship and Sexual Health Education

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	
Staff member:	



## RELATIONSHIP AND SEXUAL HEALTH EDUCATION POLICY