



FOREST BRIDGE SCHOOL

Sex and Relationships Policy 2022

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1. **Aims:**

The aims of Relationships and Sex Education (RSE) at Forest Bridge School are:

- To provide a framework in which sensitive discussions can take place
- To provide access to unbiased and factually correct information
- Prepare pupils for puberty; give them an understanding of sexual development and the important of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Help pupils to develop self-advocacy, self-awareness and awareness of others
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To enhance pupil safety and provide protection from abuse
- To promote positive relationships

2. **Statutory Requirements:**

As an academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Forest Bridge School we teach RSE as set out in this policy, which has been written in line with the statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

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

4. Definition

Relationship and Sex Education (SRE) is lifelong learning about physical, moral and emotional development. It is about understanding the importance of committed, stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. DfE

Forest Bridge School has a diverse range of age and needs among its pupils, including a broad ethnic population and these factors can present challenges in relation to RSE. We also recognise that our pupils chronological age may not always match their individual needs and abilities which is why Forest Bridge School has a much more individualised curriculum.

Although sex education is not compulsory by law for pupils below year 7 we believe that it would be unwise to ignore the issues in respect of PSHE, Citizenship, Health and Sex Education that concern our pupils and parents, especially when most of the issues are an integral part of daily life both within and outside school.

Our pupils have the right to information about themselves and others, to be taught to keep themselves safe, happy and healthy. They have wishes and needs to make appropriate and responsible relationships and to develop assertion and safe keeping skills, with adults playing a crucial role in protecting them. Our pupils should also have opportunities to develop their awareness and understanding of the benefits of a healthy lifestyle.

5. Curriculum

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, ability, 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. At Forest Bridge School we recognise that it is of utmost importance to teach

the prerequisite skills needed for pupils to have safe and meaningful relationships, make informed decisions and look after their health as independently as possible.

Forest Bridge School aims to help pupils understand sexually motivated behaviours and the social conventions and norms of said behaviours in a respectful and inclusive way. It also aims to teach appropriateness and acceptability of those behaviours through the use of evidence-based methods and delivery of lessons as appropriate based on the individual pupil's needs in conjunction with promoting an inclusive and wholistic understanding.

The overarching principle at Forest Bridge is that RSE for all stages will be planned and delivered by class staff (teachers, tutors and supervisors) with support from the PSHE (Health and Wellbeing) lead. Pupils will be grouped according to their individual needs and ability. RSE can occur in a whole group, small group or one to one teaching situation. Below is pulled from the statutory guidance for RSE and Health Education (February 2019) and covers the main topics children will be taught as part of the RSE Curriculum at Forest Bridge School.

By The End Of Primary School Pupils Should Know:

Families and People Who Care for Me:

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring Friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful Relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- 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 those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

Online Relationships:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online

Being Safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- How to recognise and report feelings of being unsafe or feeling bad about any adult
- How to ask for advice or help for themselves or others, and to keep trying until they are heard,

- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice, for example family, school or other sources

By the end of Secondary 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
- How to judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships)
- How to seek help or advice, including reporting concerns about others, if needed.

Respectful Relationships:

- 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.

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 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/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.

6. Delivery of RSE

RSE can be taught both within Health and Wellbeing and as a stand-alone subject, depending on the needs of the pupils within each class. It is the responsibility of Teachers, Supervisors, Senior Tutors and Tutors to teach Relationship and Sex Education with sensitivity, respect and mindfulness for all pupils age, ability level and emotional well-being.

At Forest Bridge School we will teach RSE lessons using factual and well researched information and resources whilst taking great care to ensure no personal views, religious or cultural beliefs of staff influence the teaching of the RSE curriculum. We will ensure to take into account the pupils age, ability level and readiness to learn RSE as well as creating lessons with a functional focus.

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).

Confidentiality within the classroom is an important component of relationships, sex and health education and teachers are expected to respect the confidentiality of their pupils as far as possible, in line with the Forest Bridge School Safeguarding Policy.

7. Roles and Responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Head Teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.

- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The PSHE (Health and Wellbeing) Curriculum Leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of tutors in order to meet pupils' individual needs.

The appropriate Class Teachers, ABA Supervisors, ABA Senior Tutors and ABA tutors are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with multi-professionals, as appropriate, to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

8. Parents' right to withdraw

Parents are the key people in:

- Teaching their pupils about sex and relationships;

- Maintaining the culture and ethos of the family;
- Helping their children cope with the emotional and physical aspects of growing up; and preparing them for the challenges and responsibilities that sexual maturity brings.

Parents may need support in their role as sex and relationship educators, which is why at Forest Bridge we work in partnership with parents. Regular parents' coffee mornings give parents the opportunity to have access to the content of the SRE curriculum and others, and it also allows us to gain access to their views and opinions on the subject.

Parents of Primary Pupils:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Head Teacher. Alternative work will be given to pupils who are withdrawn from sex education, once approved.

Parents of Secondary Pupils:

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 and addressed to the Head Teacher. Alternative work will be given to pupils who are withdrawn from sex education, once approved.

9. Training

The need for training and development for individual staff is identified through Continuing Professional Development (CPD) and the Performance Management and Staff Development Cycles. Both these processes also support staff training and development. Training is delivered through external courses, Curriculum Development meetings, staff INSET and feedback. Peer observation and working alongside colleagues are also very useful tools in training and development. Attendance at external courses and research through the internet or literature in books or journals on the part of the PSHE and Science leaders is instrumental in developing the subject as a whole at Forest Bridge.

10. Monitoring

The delivery of RSE is monitored by the PSHE Lead through planning checks, work scrutinies, learning walks, lesson observations and data analysis.

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

Assessment and Recording

Assessment and recording in SRE within PSHE is an on-going process through the use of the Forest Bridge School Curriculum and Assessment Tool. Intended Learning Outcomes relating to the schemes of work in both PSHE and Science are differentiated to meet the needs of all pupils every term and these are revised when necessary. An individual target is set if deemed appropriate for the pupils on their PLO document and this is continually assessed, recorded against and revised when necessary.

Results are recorded and reported to parents through the Annual Review. In close liaison with the assessment coordinator data is collected and evaluated and we are able to track pupil progress over time.

Monitoring and Evaluation

The Health and Wellbeing Curriculum leader will conduct monitoring of RSE on a termly basis. This includes learning walks, planning checks and book looks which will allow the school to identify areas of good practise, strengths and the areas that need further development; whether it be in terms of training, resourcing or changes to the structure of the Curriculum.