



Relationship and Sex Education Policy

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Signed: Diane Robinson/Tracey Lecointe

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INTRODUCTION

The Relationships and Sex Education (RSE) Policy has been developed in accordance with the current requirement of the Law and the related national aims and OFSTED criteria. The Policy has been reviewed in light of the Department for Education published Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education)

VISION

Our aim is to prepare young people for the opportunities, responsibilities, and experiences of later life. We believe that pupils should have access to the knowledge, understanding and skills needed to live safe, fulfilled, and healthy lives. The Relationships and Sex Education at New Bridge Alternative Education will provide comprehensive and appropriate teaching and learning to enable our pupils to develop and make informed decisions. The purpose of RSE is to prepare young people for adult life by supporting them through their physical, emotional and moral developments and helping them to understand themselves, respect others and form and sustain healthy relationships.

AIMS AND OBJECTIVES

- To understand and manage physical and emotional changes related to puberty and take responsibility for their personal hygiene
- To understand the anatomy and function of human reproduction including the menstrual cycle
- To understand the difference between sex, gender identity and sexual orientation
- To understand the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- To explore parenting skills and qualities and their importance to family life (including the implications of young parenthood)
- To know different types of relationships including marriage and civil partnership and recognise and access sources of support in vulnerable situations (FGM, shame, honour-based violence, LGBT)
- The risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for those at risk, or already subject to FGM.
- To consider different levels of intimacy, their consequences and the importance of delaying intimacy until ready
- To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- To know risks related to unprotected sex, including STIs, HIV/aids unintended pregnancy and how to respond.

- To know methods of contraception, including the condom and pill and the importance of communication and negotiation in contraceptive use
- To understand the features of healthy relationships and those of unhealthy relationships including CSE and grooming
- To understand the role of sex in the media and consequences of this including pornography, sexting, and body image
- To understand how to check yourself for cancer and other illnesses, including how to seek help.

DELIVERY OF RELATIONSHIPS AND SEX EDUCATION

- Relationships and Sex Education is delivered as part of our PSHE Programme which also includes topics on Health and Wellbeing; Relationships; and Living in the Wider World.
- The programme is delivered weekly during registration and through discrete lessons
- RSE is delivered to all pupils from year 7 to 11.
- Pupils' questions will be answered by clear, impartial scientific information and discussed within the safe, learning environment of the classroom.
- Teachers may ask a child to wait for an answer to give them time to consult with the school's leadership team.
- At the end of a morning/afternoon of learning, we will allow pupils to raise anonymous questions by writing paper-based questions and submitting them together to the teacher. Pupils will be made aware of safeguarding procedure before and after lessons and concerns will be followed up.
- There will be times when visiting speakers, (e.g. Nurse) come into school to deliver an aspect of the Relationships and Sex Education curriculum. All visiting speakers will be clear about the school policy, government guidelines and boundaries of confidentiality.
- Staff should try to respond to students' questions providing that answers are framed in terms of the promotion of family values and combating discrimination and prejudice against people on any basis, e.g. their gender or their sexual orientation.
- Staff will only be asked to deliver the programme after training provided by the Head of PSHE and Citizenship.

SUMMARY OF CONTENT

The following pages outline the KS3 and KS4 content of the Relationship and Sex Education Curriculum as outlines in the [PSHE Association Programme of Study for PSHE Education \(Key stages 1–5\), Jan 2020.pdf \(hubspotusercontent00.net\)](https://www.pshe.org.uk/wp-content/uploads/2020/01/PSHE-Association-Programme-of-Study-for-PSHE-Education-Key-stages-1-5-Jan-2020.pdf)

CORE THEME 2: RELATIONSHIPS

KS3 Learning opportunities in Relationships and Sex Education

Students learn...

KS4 Learning opportunities in Relationships and Sex Education

Students learn...

Positive relationships

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

R2. indicators of positive, healthy relationships and unhealthy relationships, including online

R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation

R4. the difference between biological sex, gender identity and sexual orientation

R5. to recognise that sexual attraction and sexuality are diverse

R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion

R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships

R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality

R2. the role of pleasure in intimate relationships, including orgasms

R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary

R4. the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships

R5. the legal rights, responsibilities and protections provided by the Equality Act 2010

R6. about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them

R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed

R8. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

Relationship values

R9. to clarify and develop personal values in friendships, love and sexual relationships

R10. the importance of trust in relationships and the behaviours that can undermine or build trust

R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships

R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours

R10. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex	
Forming and maintaining respectful relationships	
R13. how to safely and responsibly form, maintain and manage positive relationships, including online R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help R18. to manage the strong feelings that relationships can cause (including sexual attraction) R19. to develop conflict management skills and strategies to reconcile after disagreements R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	R11. strategies to manage the strong emotions associated with the different stages of relationships R12. to safely and responsibly manage changes in personal relationships including the ending of relationships R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks R15. the legal and ethical responsibilities people have in relation to online aspects of relationships R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help R17. ways to access information and support for relationships including those experiencing difficulties
Consent	
R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	R18. about the concept of consent in maturing relationships

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online

R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour

R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

Contraception and parenthood

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

R26. the reasons why people choose to adopt/foster children

R27. about the current legal position on abortion and the range of beliefs and opinions about it

Bullying, abuse and discrimination

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

<p>R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied</p> <p>R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p>R29. the law relating to abuse in relationships, including coercive control and online harassment</p> <p>R30. to recognise when a relationship is abusive and strategies to manage this</p> <p>R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships</p> <p>R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them</p> <p>R33. The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support</p> <p>R34. strategies to challenge all forms of prejudice and discrimination</p>
Social influences	
<p>R42. to recognise peer influence and to develop strategies for managing it, including online</p> <p>R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support</p> <p>R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this</p> <p>R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</p> <p>R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</p> <p>R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</p>	<p>R35. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs</p> <p>R36. skills to support younger peers when in positions of influence</p> <p>R37. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help</p> <p>R38. factors which contribute to young people becoming involved in serious organised crime, including cybercrime</p>

WORKING WITH PARENTS AND CHILD WITHDRAWAL PROCEDURES

The programme is designed to support and complement the role of parents/carers, who have the prime responsibility in this area and who have regular opportunities to view the materials and discuss the approach of the school to this issue. New Bridge Alternative Education recognises the right of parents to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science and therefore necessary by law. Any parent wishing to withdraw a child must inform the Director / Head teacher in writing of their decision. However, the school will encourage parents to engage with the programme through providing opportunities to discuss content with the school, through the sharing of this policy and by supporting parents who wish to access and deliver teaching material to delivering RSE at home with their child.

SENSITIVE ISSUES

Controversial topics may arise which depend upon the judgement of the individual teacher to decide whether subjects are suitable for class discussion. It is expected that when dealing with these issues teachers will follow this set of guidelines:

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting, (i.e. if a question is too personal remind pupils of the ground rules).
- Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of Relationships and Sex Education.
- No one (teacher or pupil) should be expected to answer a personal question, and no one will be forced to take part in a discussion.
- Meanings of words will be explained in a factual way.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of harm the Designated Senior Leader should be informed and the usual Child Protection procedures followed.

MONITORING AND EVALUATION

Monitoring and evaluation of the Relationships and Sex Education programme will take place using feedback from both pupils and members of staff. Learning Walks will be conducted and any need for staff training will also be assessed.