

# Bridge Learning Campus Secondary RSE Policy

LEADERSHIP RESPONSIBILITY: LIZ HACKLING

DATE: September 2024

REVIEW DATE: September 2025

HEADTEACHER: MR R MAULE

SIGNED: 

## Introduction

### Purpose

We provide Relationships and Sex Education (RSE) to all pupils as per section 34 of the Children and Social Work Act 2017. In teaching RSE we have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Bridge Learning Campus the teaching of RSE also follows the expectations of the Equality Act 2010.

Since September 2020 all secondary schools are required to deliver RSE. The government have also committed to statutory health education, meaning the majority of Personal, Social, Health and Economic (PSHE) education is compulsory from 2020.

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect and love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE fits in with our whole school ethos and promotes respect for self and others. We want all of our pupils to be able to make positive life choices and decisions which will be beneficial to their overall wellbeing.

This policy has been updated for the academic year 2024-25 and is subject to a review following outcomes from the government review.

### Curriculum Intent

At Bridge Learning Campus we intend our curriculum to:

- Build on the foundations of Relationships Education that pupils have experienced at primary school.
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Have the confidence and self-esteem to value themselves and others, and the skills to judge what kind of relationships they want.
- Develop a deeper knowledge and understanding about family relationships, friendships and other kinds of relationships that are an important part of becoming a successful and happy adult.
- Develop healthy, nurturing relationships of all kinds.
- Understand what is acceptable and unacceptable behaviour in relationships, what a healthy relationship looks like.
- Recognise that family is a broad concept, ensuring that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- Know and understand what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology.
- Understand the reasons for having protected sex.
- Be aware of sources of help, and acquire the skills and confidence to access health information, advice and support if necessary, in particular regarding sexual health and pregnancy.

## Meeting the needs of pupils

### **Pupils with Special Educational Needs:**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary

### **Inclusion of different ethnic and cultural groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns as appropriate.

### **Gender Identity, Sex and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answering appropriate questions and offering support. Young people, whatever their developing sexuality and gender identity, need to feel that sex and relationship education is relevant to them. If relevant, groups of pupils may be taught specific topics with others of the same sex. For those pupils who identify as Trans or gender non-binary, individual discussions will take place to ensure they have the broadest and most relevant education in a way in which they feel comfortable

### **Implementation**

At Bridge Learning Campus we deliver Relationships and Sex Education (RSE) and Health Education underpinned by a programme called Life Lessons. The curriculum sits within our wider PSHE curriculum. In order to nurture the feeling of belonging, these lessons are taught within tutor groups by tutors. We believe this fosters a level of trust and widens support networks for our pupils.

Science lessons will teach the biological aspects of development and reproduction, where relevant, these will refer to the importance of relationships.

Through religious studies pupils will be taught about the importance of values when faced with moral dilemmas.

The wider tutor and assembly programme will build on topics covered and act responsively to contextual issues that may arise.

Any RSE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

### **Confidentiality, Controversial and Sensitive Issues**

Teachers cannot offer unconditional confidentiality to any of their pupils. In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek

medical advice.

- Child protection and safeguarding issues will be considered and referred if necessary to our Designated Safeguarding Lead under the school's procedures.
- The young person will be informed about the Brook service where they can be properly counselled about contraception and advice.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality must be broken, they will be informed first.

## Curriculum Map

The Curriculum map for Life Lessons can be found:

Term	Week	Date	Year 7	Year 8	Year 9	Year 10	Year 11				
1	1		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Personal safety and first aid	Transition	Transition to more responsibility
	2		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Making healthy choices/health prevention	Identity	Exploring identities deeper
	3		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Making healthy choices/health prevention	Identity	Exploring identities critically
	4		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically
	5		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically
	6		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically
2	1		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically
	2		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically
	3		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically
	4		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically
	5		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically
	6		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically
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	6		Transition to secondary school	Relationships	Family relationships	Transition	Transition to Key Stage 4	Independence	Creating influence	Identity	Exploring identities critically

## Impact

The delivery of RSE lessons and pupil progress is monitored by the Head of PE and PSHE, supported by Heads of Year and the senior leadership team.

Specific feedback sessions have been built throughout the programme, ensuring that misconceptions can be rectified and that pupils are safe and well informed.

## Right of Withdrawal of Pupils from Relationships and Sex Education

Some parents/carers may prefer to take the responsibility themselves for aspects of this element of education. There is no right to withdraw from Relationships Education. Information about family, friendship, safety (including online safety) are important for all children to be taught. Pupils cannot be withdrawn from education included in the statutory curriculum (i.e. in science lessons).

Parents/carers are encouraged to discuss their decisions with the Head of PE and PSHE at the earliest opportunity. They can explain in more detail what the programme includes and the benefits to the child.

If following a conversation a parent wishes to withdraw their child from all or part of the sex education programme, then the request should be put in writing using the form at the end of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed on the pupil's educational record.

The right to withdrawal can be granted by the Headteacher up to three terms before the young person turns 16 - the legal age of sexual consent. After this point in time, if the young person themselves wishes to receive sex education rather than be withdrawn, school will make arrangements for this to happen. Alternative work will be given to pupils who are withdrawn from sex education.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the assistant head for personal development and wellbeing.

TO BE COMPLETED BY PARENTS/CARERS			
Name of student		Tutor group	
Name of parent/carer		Date	
Date initial email sent to school		/	/
Member of staff spoken to regarding withdrawal			
Date of conversation		/	/
Specific sex education content to be withdrawn from -			
Reason for withdrawing from sex education within relationships and sex education -			
Any other information you would like the school to consider			
Parent/carer signature		Date	/ /

TO BE COMPLETED BY THE SCHOOL

<p>Agreed actions from discussion with parents</p>	<p><i>Include notes from discussions with parents and agreed actions taken.</i></p> <p><i>Eg: Student A will be taking part in all RSE lessons except during the      lesson, they will be      in      room</i></p>
<p>Agreement from both parents</p>	<p><b>Note:</b> Staff must confirm <b>both parents have agreed</b> for a student to be withdrawn before a student is withdrawn from sessions. Please speak to the Vice Principal or Principal for guidance if necessary.</p> <p>Confirmation from both parents Y/N</p>