

RSE Policy



The Bridge London
The Bridge School

Pride
Passion
Partnership
Professionalism
Positivity

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place across agencies and with families
- Prepare pupils for puberty, and help their understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-agency, self-respect, confidence and empathy
- Support young people to gain an understanding of what is 'private' (carried out alone, without scrutiny) and what differentiates private spaces from public (shared) spaces
- Create a positive culture around issues related to the development of a sexual identity and the ways in which relationships can form and be maintained
- Support pupils to understand the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an academy we must provide relationships education to all pupils of primary age and relationship and sex education to all pupils of secondary age as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach elements of sex education that would typically be contained in the science curriculum. This for our cohort must be differentiated to their specific learning and communicative profiles. 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 The Bridge School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils (where possible) and parents. The consultation and policy development process involved the following steps:

- A. Review – a member of staff (RSE coordinator) pulled together all relevant information including relevant national and local guidance
- B. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- C. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- D. Pupil engagement – we recognise student voice in the articulation of this policy and look towards how to best use it where possible
- E. Ratification – once amendments were made, the policy was ratified and placed on the school website

4. Definition

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

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

RSE is not about the promotion of sexual activity on its own and encompasses a broad and varied range of other areas.

5. Curriculum

Our curriculums are built around each young person who attends The Bridge and the approaches we take to supporting understanding of RSE will be reflected by their specific learning profile. The curriculum approach is built around pupils' Education Health Care Plans and specific individual targets are drawn and reported on from the appendix of this document. We have developed this approach to curriculum in consultation with parents, governors, pupils, and staff, considering the learning and communication profile, age, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy,

teachers may wish to seek guidance from a school leader before they respond. The appendix contains more information about the content of our curriculum.

6. Delivery of RSE

RSE is not taught as a discrete subject at The Bridge but incorporated into the daily routines of all young people. Where developmentally applicable relationship education will focus on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships and respectful relationships
- Online relationships
- Appropriate spaces and privacy

At The Bridge RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe

The focus is on supporting young people to understand public vs private spaces, build positive relationships with their team and families and help those who teach them feel confident to support them in understanding self-agency and safety. Our young people are totally reliant upon the team around them supporting the principles outlined above and this policy should be read in-conjunction to our safeguarding policies.

7. Roles and responsibilities

7.1 The Trust board and governing body

The governing board will hold the Headteacher to account for the implementation of this policy. The Trust board has delegated the approval of this policy to the Headteacher.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring and where reporting progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 Headteacher or the RSE coordinator. All teachers in the school are responsible for teaching RSE.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when engaged in issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

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 components of sex education within RSE. Requests for withdrawal should be made in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar. 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 RSE when appropriate. We will offer regular training to parents through the both parent group and through a bespoke offer to families. This will support joined up working and thinking.

10. Monitoring arrangements

The delivery of RSE at The Bridge is monitored by Steve Chatterjee, Headteacher, through planning where appropriate, lesson observations and learning walks. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Headteacher annually.

Appendix

[1] Me You & Us

A. To be aware of myself [Me]

To be aware that my body is separate to the bodies of the other people around me

To be able to say / sign my 'name' or indicate towards an image of myself

To be able to know my face [using a mirror / photograph]

B. To be aware of others [You]

To be aware that the bodies of the people around me are separate to my body

To be able to say / sign the names of the people I am sharing the space with

To be able to know the faces of the other people I am working with

C. My sex & your sex

To know that I am a 'boy/man/male' – 'girl/woman/female'

To know that you are a 'boy/man/male' – 'girl/woman/female'

D. What I like / don't like

To be able to clearly indicate preferences and dislikes

To be able to make a choice from a group of things / experiences / items

To be able to explain 'why' you like / dislike something

E. Who I like / don't like

To be able to indicate people who you like and people who you don't particularly feel comfortable with

To be able to explain 'why' you like / dislike someone

To explore what that may feel like for the other person

F. Life events

To examine key life events [birth / death / going to school / leaving school / meeting people / dinner time / going home...etc]

To explore our feelings around some of the experiences we have had in our lives

To be able to talk about and discuss some of the life events that have not happened yet

G. Changes to my body

To be able to explore some of the physiological changes that will occur to the body as we grow up

To know the difference between a – baby / boy / teenager / man / elderly person]

To explore how to handle some of the changes that are taking place in my body 'right now'

H. Changes in my life

To be able to understand that changes will take place [different tutor group / different school / boy to man / sitting next to somebody different / working with a different T.A...etc]

To be able to describe how I feel about 'change'

To be able to show I can take part in the changes that I may be involved in, in the future

I. Doing things that I want to do

To be able to 'action' an event / experience independently [where appropriate]

To be able to be 'in control' of my own choice and its outcomes

To be able to make 'clear' choices about key features of the session [where I sit / who I work with ...etc]

J. Doing things that I have to do

To be able to express how it feels to do things that I may not necessarily want to do

To be able to carry out directed tasks, instructions...etc

To be able to name / describe - things / experiences that we have no control over

[2] Private and Public/Non-private

A. Private zones on the body

To be able to clearly show an understanding of the 'private zones on the body [all areas of the body apart from the hands / wrists / arms / shoulders]

To be able to explain why these places are private

To be able to indicate where 'private zones' on the body are using photographs, illustrations and on their own body

To know how to say / sign 'NO' if a private area of my body is touched

B. Places on the body that are not private

To be able to clearly show an understanding of the 'non private zones on the body, these areas of the body are - the hands / wrists / arms / shoulders

To be able to explain why these places are not private

To be able to indicate where 'non-private zones' on the body are using photographs, illustrations and on their own body

To know how to say / sign 'YES' (if comfortable to do so) if somebody wants to touch a non-private area of the body - the hands / wrists / arms / shoulders

C. Private spaces in the school

To be able to locate the private spaces in the school [toilet / shower / bathroom]

To know how to ensure that the private space you are in remains safe

To be able to explore what makes a private space different to a public space

D. Public spaces in the school

To be able to locate the public spaces in the school [lifts / hall / corridors / foyer]

To be able to show an understanding of how to act in a public space in school

To be able to explore what makes a public space different to a private space

E. Private places in the community

To be able to locate private spaces in the local community [cars / private houses / blocks of flats with intercoms / electrical cupboards / private driveways]

To know that these private spaces are not to be entered [looking at signs 'keep out' / 'private' / 'danger'...etc]

F. Public spaces in the community

To be able to locate public spaces in the local community [parks / pavements / shops / cafes / bus stops / libraries]

To be able to show an understanding of how to act in a public space in the local community

G. Private places at home

To be able to locate private spaces at home [bedroom / bathroom / shower / toilet]

To know how to ensure that the private space you are in at home remains safe

To be able to explore what makes a private space different to a shared space at home

H. Spaces at home that we share with others

To be able to explore the spaces 'at home' that we share with other people

To know how to behave in a shared space 'at home'

To know the spaces 'at home' that are not shared

I. Where do I go to when I need to be by myself in school / in the community

To know where to go for 'private time [e.g; time away from other people]

To know how to behave and remain safe in a 'private space'

To know how to request/ indicate that I may require 'private time'

J. What happens if somebody comes into a private space that I am in

To be able to respond appropriately to another person entering my 'private' space

To know how to keep my 'private' space – secure

To be able to explain why it is 'not ok' to share a private space [toilet / bathroom / shower] with another person at home / at school / in the local community

[3] Appropriate and Inappropriate Touch

A. Zones on our body that are ok/ appropriate to touch

To be able to say / sign / indicate the zones on the body that are 'ok' to touch

To be able to show a 'positive' response through speech / sign / facial expression / body posture to an 'ok' touch

To be able to give and receive 'appropriate touch' this is to the – fingers / hands / wrists / arms

B. Zones on our body that are not ok/ inappropriate to touch

To be able to say / sign / indicate the zones on the body that are 'NOT ok' to touch

To be able to show a 'negative' response through speech / sign / facial expression / body posture to a 'NOT ok' touch

To be able to respond appropriately and effectively to a 'NOT ok' touch

C. Where can we touch ourselves in private

To know where to go if I need to touch myself in a private area of my body [in school and at home]

To know how to make the private space I am in 'secure' and 'safe'

To be able to indicate or request that I go / be taken to a 'private space'

D. Where can we touch ourselves in public

To know what to do if I need to touch myself in a private area of my body [in a public space [shop / café / library / park]

To know that it is 'NOT ok' to touch private areas of the body outside in the local community

To be able to indicate or request that I go / be taken to a 'private space' when out in the community

E. Who can touch us

To know the names or roles of the people who may need to touch us [doctors / nurses / dentists / physiotherapists / mother / father]

To know how to respond if any touch feels 'NOT ok' and who do I go to

F. When can we be touched

To know that there are certain times when we may need to be touched in a private place [in the hospital / at the dentists / when being changed / when being showered...etc]

To know how to respond if any touch feels 'NOT ok' and who do I go to

G. Why may we sometimes need to be touched

To know that we may need to be touched if we are 'injured' / 'upset' / 'need changing'

To know how to respond if any touch feels 'NOT ok' and who do I go to

H. How can we let people know that their touch was not ok

To be able to develop a clear communication to indicate to another person that a touch was 'NOT ok'

I. How can we tell people that their touch is ok

To be able to develop a clear communication to indicate to another person that a touch was 'OK'

J. Where is it not ok to touch when we are in a public space

To know and be able to indicate where it is 'not ok' to touch [on our own bodies] when we are out in the local community

To know and be able to indicate where it is 'not ok' to touch [on our own bodies] when we are in a public space in school

To know and be able to indicate where it is not ok to touch [on our own bodies] when we are at home in a shared space

[4] Personal Hygiene and Personal care

A. Getting undressed

To be able to undress independently

To be able to use a variety of different fasteners [zips / studs / buttons / hooks / Velcro]

To be able to remove shoes

B. Getting dressed

To be able to dress independently

To be able to use a variety of different fasteners [zips / studs / buttons / hooks / Velcro]

To be able to put their shoes on [doing up laces optional]

C. Using the shower appropriately

To be able to turn the shower on / off – independently

To be able to close the shower door in order to make the room private [where appropriate]

To be able to apply the soap / shower gel – independently

To be able to wash the soap / shower gel off - independently

To be able to regulate the heat of the water - independently

D. Using the bath appropriately

To be able to turn the bath taps on / off – independently

To be able to close the bathroom door in order to make the room private [where appropriate]

To be able to apply the soap / shower gel – independently

To be able to wash the soap / shower gel off - independently

To be able to regulate the heat of the water using the taps - independently

E. Using the toilet appropriately

To be able to close the door in order to ensure that the cubicle is private [where appropriate]

To be able to pull trousers down / skirts down – independently

To be able to pull trousers down / skirts up – independently

To be able to wipe – independently

To be able to flush – independently

To be able to exit and wash hands – independently

F. Cleaning my teeth appropriately

To be able to open the tube of tooth paste – independently

To be able to squeeze the toothpaste from the tube – independently

To be able to place the tooth paste on the brush – independently

To be able to brush teeth – independently

To be able to rinse – independently

G. Washing my hands

To be able to turn the taps on and place the plug in the sink – independently

To be able to regulate the heat of the water and the amount of water required – independently

To be able to apply soap and wash it off – independently

To be able to dry hands after – independently

H. Washing my face

To be able to turn the taps on and place the plug in the sink – independently

To be able to regulate the heat of the water and the amount of water required – independently

To be able to apply soap and wash it off – independently

To be able to dry the face after – independently

I. Choosing what I need

To know what to take into the shower / bathroom / toilet area [towel – soap – toothbrush – shower gel – toothpaste – pad]

J. Cleaning myself properly

To be able to remove all soap / shower gel from all parts of the body

To be able to dry myself with a towel after my shower / bath without support

To know that I have finished washing and drying without being told

[5] Developing and maintain relationships

A. Sharing space with people

To be able to sit / stand / move around generally sharing a space with other people, without demonstrating any type of inappropriate behaviour

To be able to engage in a range of different close activities with my peers, without demonstrating any type of inappropriate behaviour

B. Taking part in an experience together

To be able to work collaboratively with '1' other student

To be able to work collaboratively as part of a 'group activity'

C. Choosing somebody

To be able to make my own choice about who I work with, sit next to from a range of options

To choose somebody that I feel is 'special' to me

To be able to express why I have chosen somebody

D. Communicating with people

To be able to communicate my intentions, feelings, choices through speech / sign / facial expression / gestural indications to another person

To be able to communicate my intentions, feelings, choices through speech / sign / facial expression / gestural indications to a group of people

To use non-verbal forms of communication effectively to get across my point

E. Somebody that is 'special' to me

To carry out an activity with somebody I have chosen as 'special' to me

F. Who are the people I know

To be able to say the names of the people who I know at school and at home

To be able to recognise and indicate an awareness of images of the people I know at home and at school

To be able to explore who the people in the local community are that we know personally

G. What do I do when I meet somebody

To know how to respond appropriately when meeting / greeting somebody

To know which parts of the body are 'ok' / 'not ok' to touch when meeting somebody

To know what to do next after you have said 'hello'

H. What are the different relationships that I may be involved in

To be able to name the different types of relationship that I may be involved in [brother / sister / uncle / aunt / grandchild / friend / boyfriend / girlfriend / student]

To know that you may act differently in different relationships

I. Being alone

To explore what it is to be 'alone' [as a child, as a teenager, as an adult]

To examine what feelings are generated when we are alone

J. Staying 'OK' with another person

How do I stay 'OK' with another person, if they are my friend

How do I stay 'OK' with somebody if I have had an argument with them

How do I stay 'OK' with somebody if they are not too keen on me

[6] Emotional Intelligence

A. How do I Feel

To be able to label / name the different 'feelings / emotional states that I may be feeling

To be able to communicate to others how I am feeling

To be able to uncover the reasons why I may be feeling in a certain way

B. How do you feel

To be able to label / name the different 'feelings / emotional states that another person may be feeling

To be able to communicate to others what you think they are feeling

To be able to uncover the reasons why another person may be feeling in a certain way

C. How do we know when people feel [happy, sad etc....]

To be able to understand the key ways in which people communicate whether they are happy [positive] – unhappy [negative]

D. How can I tell people that I feel [happy, sad etc....]

To be able to find the most efficient way in which to communicate / express whether you are happy [positive] – unhappy [negative]

E. The range of emotional responses

To be able to my conversant / aware of with the range of possible different emotional responses

F. What are the signs of different emotional states

To be able to explore the range of different emotional states that people may shift between

To know how to respond to the different emotional states that people may shift between

G. Feeling 'OK'

To be able to express to others that I am 'OK'

To be able to explain why I feel 'OK'

To be able to stay 'OK'

H. Feeling 'NOT OK'

To be able to express to others that I am 'NOT OK'

To be able to explain why I feel 'NOT OK'

I. Reading people's 'faces'

To be able to say what somebody's emotional state is simply through reading their 'facial expression'

J. Reading people's 'bodies'

To be able to say what somebody's emotional state is simply through reading their 'body posture'