

	<b>RELATIONSHIP AND SEX EDUCATION POLICY</b>	
	<p>The Bridge SEN School is an education centre for learning disabled young men and women aged between 14 and 25 years, who are drawn from diverse social, ethnic and religious backgrounds. This policy was developed with careful consideration to <a href="#">"Relationships and Sex Education (RSE) 2021"</a> as well as local authority and national guidelines.</p> <p><b>RSE Policy</b></p> <p>In this document we will outline the aims of The Bridge SEN School School's RSE education, how we will address these aims and the process by which we will evaluate how successfully we achieve these aims and update following RSE education. This policy adheres to guidance from the Department for Education issued under Section 80A of the <a href="#">Education Act 2002</a> and section 403 of the <a href="#">Education Act 1996</a>.</p> <p><b>Aims</b></p> <p>The aim of RSE is to provide balanced factual information about human relationships including reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:</p> <ul style="list-style-type: none"> <li>● 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 respect for individual conscience and the skills to judge what kind of relationship they want</li> <li>● Recognise the need to manage emotions and feelings in both positive and negative situations</li> <li>● develop strategies for dealing with strong feelings both positive and negative</li> <li>● understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.</li> <li>● avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex or entering into any kind of abusive or destructive relationship.</li> <li>● communicate effectively by developing appropriate terminology for sex and relationship issues.</li> <li>● develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity</li> <li>● understand the arguments for delaying sexual activity and the reasons for not having protected sex.</li> </ul>	

	<ul style="list-style-type: none"> <li>• have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.</li> <li>• be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary</li> <li>• know how the law applies to sexual relationships.</li> </ul> <p><b>Principles and Values</b></p> <p>The Bridge SEN School believes that RSE should:</p> <ul style="list-style-type: none"> <li>• Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life and an entitlement for all young people</li> <li>• Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.</li> <li>• Provide everyone will the opportunity to develop healthy, nurturing relationships of all kinds</li> <li>• Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model. It includes a variety of types of family structure, and acceptance of different approaches.</li> <li>• Encourage a mutually supportive and trusting environment. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect, safe choices and care for each other.</li> <li>• Allow time to discuss and educate about the impact of technology on student attitudes and knowledge. At the same time we encourage the safe use of technology.</li> <li>• Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.</li> <li>• Recognise that parents/carers are the key people in teaching their children about sex, relationships and growing up and consult them about the content of programmes.</li> </ul>	
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	<ul style="list-style-type: none"> <li>● Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.</li> </ul> <p><b>Curriculum</b></p> <p>The content of the school curriculum includes:</p> <ul style="list-style-type: none"> <li>● Learning about the Life Cycle</li> <li>● Keeping children safe by helping them to recognise and respond appropriately to unacceptable behaviour by adults and other children</li> <li>● Helping children to understand the information and situations they come across and to put them into a values framework</li> <li>● Helping children communicate about matters to do with their bodies and relationships, without embarrassment</li> <li>● Providing information on: <ul style="list-style-type: none"> <li>○ Loving relationships</li> <li>○ Names for parts of the body</li> <li>○ Appropriate and inappropriate touching</li> <li>○ Different kinds of families</li> <li>○ The process of reproduction</li> <li>○ The physical and emotional changes associated with puberty</li> <li>○ The development of the baby in the uterus and birth</li> <li>○ The needs of babies and the responsibilities of parenthood</li> </ul> </li> <li>● Preparing children for decisions they will make in the future and the experiences they are likely to face</li> <li>● Helping children to adapt to changes within the family</li> <li>● Helping children to understand their own feelings and the feelings of others</li> <li>● Teaching children to respect themselves and other people</li> <li>● Introducing children to a variety of values/attitudes regarding sex and relationships in order to help them to develop their own moral code and to show tolerance to those who come from different backgrounds and have different beliefs.</li> </ul> <p><b>Organisation and Content of Sex and Relationship Education</b></p> <p>The Bridge SEN School specifically delivers Sex and Relationship Education through its PSHE curriculum at all stages of learning.</p>	
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	<p><b>Individual needs</b></p> <p>Due to the complicated needs of the learners at the Bridge SEN School an idiosyncratic approach is often required to adequately support each individual learner. Their individual Scheme of Work will detail their unique requirements for RSE and the approach and methods the school will adopt.</p> <p><b>Inclusion</b></p> <p>The school will include all parents and guardians of our learners in the creation of our curriculum and resources to reassure them of what will be taught and enable them to continue the conversation and education at home. We intend our policy to be sensitive to the needs of different ethnic groups. We will respond to parental requests and concerns. We will refer students to specialist support where we deem it appropriate. We aim to deal sensitively and honesty with issues of sexual orientation, answer appropriate questions and offer support.</p> <p><b>Equality</b></p> <p>The Bridge SEN school recognises the rights of all people to be treated equally and fairly. All lessons are devised to ensure content is age appropriate and fully integrates LGBT content to ensure appropriate understanding.</p> <p>We will not discriminate on the grounds of:</p> <ul style="list-style-type: none"> <li>● Disability</li> <li>● gender reassignment</li> <li>● marriage and civil partnership</li> <li>● pregnancy and maternity</li> <li>● race</li> <li>● religion or belief</li> <li>● sex</li> <li>● sexual orientation</li> </ul> <p><b>Parent/Carer role &amp; Right of Withdrawal of Students from Sex and Relationship Education</b></p> <p>The school is aware that the primary role in young people's sex and relationships education lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of young people at our school through mutual understanding, trust and cooperation. Parents have the right to withdraw their child from part of the sex and relationships education, but not that part covered in the statutory Science curriculum. If a parent or guardian wishes their child to be withdrawn from any aspect of sex and relationship education, they should complete the PSHE form (Appendix 1), and make it clear which aspects of the programme they do not wish their child to participate in. The</p>	
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	<p>ultimate request must be submitted in writing. The school will always do its utmost to comply with the wishes of parents in this regard and will provide appropriate sources of information for parents who wish to withdraw their children. In group settings alternative activities will be provided for those who have requested to be excluded. The school will retain records of such requests and meetings.</p> <p><b>Confidentiality, Controversial and Sensitive Issues</b></p> <p>If a young person makes a disclosure or an allegation teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the academic manager of any disclosure unless the academic manager has specifically requested them to do so. If the teacher has concerns, they will draw their concerns to the attention of the school's safeguarding officer or Academic manager. Other support agencies working within the school classroom context are governed by the school's confidentiality policy, although health professionals will be bound by their professional confidentiality guidelines. Please see our Disclosure policy for how disclosures of abuse or improper sexual practices are handled.</p> <ul style="list-style-type: none"> <li>● In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first. In the case where the child is unable to comprehend this message, steps to protect them will be taken regardless if it is felt the child's safety is at risk. Any external health professionals that come to the school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.</li> </ul> <p><b>Dealing with inappropriate sexual behaviour</b></p> <p>Inappropriate sexual behaviour can include but is not limited to:</p> <ul style="list-style-type: none"> <li>● Inappropriate touching</li> <li>● Inappropriate verbal comments or harassing behaviour</li> <li>● Sexting i.e. sharing of inappropriate images</li> <li>● Cyberbullying</li> </ul> <p>All staff, as well as the designated safeguarding officer, are regularly updated on local and national issues related to RSE and best practice approaches. This includes raising concerns about inappropriate sexual behaviour, and who to go to for this information, so that it can be addressed.</p>	
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	<b>Last updated: December 2024</b> <b>Date for next review: December 2025</b> <b>Person responsible for review:</b> Academic Manager	
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## **Appendix 1**

Dear Parent,

The Bridge SEN School delivers a whole school Personal and Social Health Education programme (PSHE) which includes components that relate to educating young people about Relationships and Sex Education (RSE). The RSE programme incorporates a range of resources made specifically for young people with disabilities and provides students with brief, factual and age appropriate information.

The programme uses a pro-active approach to teaching young people about relationships and sexuality so that they may grow into young adults empowered to make safe and healthy choices. As educators our main aim is to help support our students to ensure their safety both during their school years and beyond.

At The Bridge SEN School we also recognise that you as a parent are the primary educator of your child. However, when parents and teachers work together we are able to encourage our students to adopt healthy and respectful attitudes about themselves, their peers and members of their family and together minimize the chance of harm. Our RSE programme provides our learners with multiple opportunities to ask questions and discuss topics that matter to them with safe and familiar members of staff.

The Objectives: of any Relationships and Sexuality programme include supporting students to develop:

- Skills to ensure their personal safety is maintained
- Knowledge around the physical, social and emotional changes that occur during puberty
- Ways to develop and foster relationships and friendships
- Ability to manage their own health and hygiene
- Develop a healthy appreciation for themselves and others
- Bullying and online safety including sexting

The School's scheme of work for the coverage of sexual health has been included to accompany this letter, but each learner has their own scheme of work based around this relevant to their required needs. If you require any further information or would like to further discuss the RSE coverage, please don't hesitate to contact your child's teacher or members of the School. Our head of PSHE and RSE Claire Burton will also be happy to talk to you and share with you the resources that are used.

Regards,

James Nuttall

**Academic Manager**

## Physical and Social Health Program (PSHE) Permission Form

Student's Name: ..... Class.....

Relationships and Sexuality Education Program

Relationships and Sexuality Education	YES	NO
I give permission for my child to participate in the RSE program at The Bridge SEN School as part of their PSHE curriculum requirements.		
I understand the program will be delivered by familiar staff.		
I understand that I may request information on the topics covered at school at any time from my child's teacher.		

If there is any particular area you do not wish your child to be taught about or would like to be added to the school curriculum, please advise us here\*. Leave blank if there is no issue.

\*Please understand that certain areas are legally required to be covered to some degree. For more details about this please see the [DfE guidance](#).

Parent's Name:.....

Signature:.....

Date:.....