

Policy/Procedure	Policy - FINAL		
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1.0	New policy -DRAFT	3.03.2020		CF
2.0	Revised policy - DRAFT	1.09.2020	DfE Guidance ¹ / Draft Policy for Consultation	CF
3.0	Final Policy	1.12.2020	Final policy	CF

Related Policies:

Policy Ref No.	Policy Name	Policy Ref No.	Policy Name
S/01	Child Protection and Safeguarding	OP/28	Special Educational Needs and Disability
OP/07	Complaints Policy and Procedure	OP/24	Statement of Purpose
OP/05	Curriculum	OP/11	PSHE
S/02	E -Safety	OP/04	Anti-bullying
OP/09	Equal Opportunities	HS/05	Managing Drugs
OP/10	Equality and Diversity	OP/12	Staff Behaviour (Code of Conduct)
OP/08	Educational Visits		

Distribution:

DfE Guidance: Relationships and sex education (RSE) and health education (July 2020)

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Electronic copy - Website / C:/Company Policies and Procedures/
Hard copies – Company Policy Folder / Staff Policy Reference Folder

Relationships and Sex Education and Guidance Policy

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1 Introduction

- 1.1 This policy has regard for the latest guidance produced by the DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2019) <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- 1.2 RSE is provided to all pupils as per section 34 of the [Children and Social work act 2017](#). We have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).
- 1.3 At Bright Sparks Learning Centre, we teach RSE as set out in this policy.

2 Definitions

- 2.1 Health education teaches about physical, mental, emotional and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviours. Health education curricular and instruction help students learn skills they will use to make healthy choices throughout their lifetime.
- 2.2 The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills, and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.
- 2.3 At Bright Sparks Learning Centre, we consider RSE to be about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE is **not** about the promotion of sexual activity.

3 Aims

- 3.1 The centre aims to:
- i. provide a framework in which sensitive discussions can take place
 - ii. prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - iii. provide balanced, factual, information about human reproduction, together with consideration of the broader emotional, ethical, religious, and legal aspects of sexual health
 - iv. create a positive culture around issues of sexuality and relationships
 - v. teach pupils the correct vocabulary to describe themselves and their bodies
- 3.2 Our RSE programme aims to prepare students for an adult life in which they can:

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- i. develop positive values and a legal framework that will guide their decisions, judgements and behaviours
- ii. have the confidence and self-respect to value themselves and the skills to judge what kind of relationship they want
- iii. understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- iv. avoid being exploited or exploiting others
- v. communicate effectively by developing appropriate factual terminology for relationship and sex issues
- vi. develop awareness of their sexuality and sexual orientation and gender identity; challenge sexism and prejudice, and promote equality and diversity according to the Equality Act 2010 (under which ethnicity, religion/belief, socio-economic background, gender and gender identity, disability, sexual orientation, age, pregnancy, marriage and civil partnership and sex are protected)
- vii. understand the arguments for delaying sexual activity

4 Curriculum

- 4.1 We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, 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 do not seek answers online.
- 4.2 Each year group covers different aspects to the sex and relationship requirements resulting in all areas being covered by year 11. Throughout each year, the level and standard of work required will scaffold in range of age, ability, and curriculum level. This is clearly highlighted in the scheme of work/content covered.

5 Implementation

- 5.1 RSE is taught within the personal, social, health and economic (PSHE) education curriculum, with a particular focus on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are included. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- 5.2 Stand-alone sex education sessions may also be delivered by a trained health professional.
- 5.3 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
 - i. families
 - ii. respectful relationships, including friendships
 - iii. online and media
 - iv. being safe
 - v. intimate and sexual relationships, including sexual health
- 5.4 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.)

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6 Access to the curriculum

6.1 Each young person will have differentiated resources to ensure full understanding of content covered (pictures, task boards, story boards, social story). Each young person also receives individualised feedback and progression to ensure content covered is achieved and understood to the best of ability.

7 Roles and responsibilities

7.1 The principal is responsible for ensuring that RSE is taught consistently across the centre, and for managing requests to withdraw pupils from non-statutory / non-science components of RSE (see section 8).

7.2 Staff are responsible for:

- i. delivering RSE in a sensitive way
- ii. modelling positive attitudes to RSE
- iii. monitoring progress
- iv. responding to the needs of individual pupils
- v. responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory / non-science components of RSE

7.3 Staff do not have the right to opt out of teaching RSE. Staff who have concerns about RSE are encouraged to discuss this with the principal.

7.4 Key workers are responsible for delivering the RSE curriculum.

7.5 Pupil are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents’ right to withdraw

8.1 Parents cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

8.2 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 centre will arrange this.

8.3 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the principal. The principal will consider requests and will grant them in all but exceptional circumstances.

8.4 A copy of withdrawal requests will be placed in the pupil’s educational record. The principal will discuss the request with parents and take appropriate action.

8.5 Alternative work will be given to pupils who are withdrawn from sex education.

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8.6 The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

8.7 The centre must have regard to the law, and in this centre, teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

9. Training

9.1 The delivery of RSE is included in our continuing professional development calendar.

9.2 The principal 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.

10. Monitoring arrangements

10.1 The delivery of RSE is monitored by the principal.

10.2 RSE is monitored through:

- i. planning scrutinies
- ii. learning walks
- iii. work trawls
- iv. pupil surveys
- v. parent surveys

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

11 Development and Review

11.1 This policy was developed and is reviewed every two years through discussions with teaching and non-teaching staff, students, parents, advisory staff and external partners.

11.2 As we review our policy, we will consider emerging policy guidance and materials.

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Appendix 1

Year 7 PSHE Distinct Lessons		
Health and Wellbeing	Living in The Wider World	Relationships (RSE)
What do we mean by a healthy lifestyle? Health introduction.	Being an aspirational student.	Keeping good friendships and avoiding toxic ones.
How can I keep healthy? Food groups, diet and nutrition.	The importance of self-esteem.	Family relationships – the different types and why we don't always get along.
Eating responsibly – Food labels and health hazards.	How can we budget our money?	Love and relationships – falling in love and dealing with new feelings.
Healthy Living – exercise and keeping active.	How can I create a personal budgeting plan? (2 hours)	Bullying or banter? Why do people bully others and how can we help stop this?
Not eating healthily – what are the consequences?	What are savings, loans and interest?	What is cyberbullying? Why do people bully online?
What is the big deal about energy drinks?	What are the different type of transactions?	How do we keep safe and positive relationships (on and off-line)?
The dangers of cigarettes and alcohol (2 hours)	What are the different types of financial products?	What is my personal identity and why is diversity important?
Puberty – what happens, when and why.	How can we shop ethically?	Extremism – why does radicalisation happen and how does it challenge our values?
Periods – what happens, when and why.	What are wants and needs and why do we need to know the difference?	
FGM – what is this and why is it so dangerous?	How can we enjoy social media, but keep our accounts safe and private?	
Introduction to mental health issues. Depression focus.	How can we be resilient and face challenges?	
What are drugs? Why are they dangerous? (class A, B and C)		
How can we manage our anger?		

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Year 8 PSHE Distinct Lessons		
Health and Wellbeing	Living in The Wider World	Relationships (RSE)
<p>Personal development and target setting. How can I improve my skills and behaviour for learning?</p> <p>How can self confidence boost our achievement?</p> <p>How can I manage my behaviour to achieve my targets and goals?</p> <p>Why do teenage parents have it so tough? How can we avoid teenage pregnancy?</p> <p>Stereotyping, discrimination and prejudice. Disability focus.</p> <p>How can we look after ourselves and others in an emergency? Personal safety and first aid.</p> <p>What is vaping and is this as bad as smoking?</p> <p>What is mindfulness? How can this aid positive mental health?</p> <p>Emotional literacy – why is self-awareness in our actions towards others so important? (2 hours)</p> <p>Cancer awareness</p>	<p>Internet safety – what is online grooming and why must we be so careful?</p> <p>How can we care for our environment and why is it changing?</p> <p>Careers and development focus. How can we develop our communication skills?</p> <p>Career and development focus – how can we develop our teamwork skills?</p> <p>How can we become entrepreneurs?</p> <p>LGBT+ focus: Homophobia</p> <p>Finance – what is income and expenditure?</p> <p>Finance – budgeting and saving; personal finance.</p> <p>Careers & finance – What is national insurance and income tax? Reading pay slips.</p> <p>Why do we pay tax and how is this spent?</p> <p>Stereotyping, discrimination and prejudice. Teens and the media focus.</p> <p>Stereotypes, discrimination and disability.</p>	<p>How do we have safe sex and use different forms of contraception?</p> <p>How do we keep good sexual health?</p> <p>What is consent and why is it important we know about it?</p> <p>What is sexting and why is it so risky to send personal images?</p> <p>What is pornography and why can it be dangerous?</p> <p>How can we prevent radicalisation and recognise the signs of extremism?</p> <p>Who are the extremist groups and why are they so dangerous?</p> <p>Where does extremism come from?</p> <p>How do religious extremists attract converts?</p> <p>Islamophobia – do Muslims really want Sharia Law in Britain?</p> <p>Stereotyping, discrimination and prejudice. Religion focus.</p> <p>How can British Values teach us tolerance and respect for others?</p> <p>Domestic conflict – why do people run away from home and why is this so dangerous?</p> <p>Body image and the media 1 – with a focus on boys.</p>

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Year 9 PSHE Distinct Lessons		
Health and Wellbeing	Living in The Wider World	Relationships (RSE)
Why do we need to keep rules in order to succeed?	How does knife crime impact on our communities, why do teens get involved and what are the consequences?	Who are the LGBT community and what would they like us to know?
How can we foster a Growth Mindset to succeed and achieve?	How does the law deal with young offenders?	Why are the British communities so diverse? Immigration and diversity focus.
How can I develop interpersonal skills to help me succeed?	How can we be self-disciplined to achieve our aims at school and in the wider world?	What are domestic and abusive relationships? Healthy and unhealthy relationships.
How can we manage the stress of school and exams?	Employability skills - preparing for, and applying, to the world of work and careers.	CSE: how are children and young people lured into dangerous relationships and what do these look like?
Why do people take illegal drugs and what does the law say about drug use?	What other skills do we need to develop for the work environment?	Body image and the media 2 – focus on girls.
Why do people become selfie obsessed and what consequences can this have?	What does it mean to ‘be enterprising’ and what is an ‘enterprising personality?’	Body image and media 3 – does the media contribute to eating disorders?
What are the short and long-term consequences of excess alcohol drinking?	What is sustainability and why is this essential to our environment?	Can we respect and celebrate British values and religion and culture of our choice? (2-hour display lesson)
What is self-harm and why do people do this?	Navigating accounts, saving loans and financial institutions.	What is peer pressure? Why is it so powerful and how can we overcome this?
Why can’t some people access education?	What rights do we have as shoppers and consumers?	
How are we protected from prejudice and discrimination?	How can I stay financially savvy and avoid debt?	
Mental health – how can I deal with and manage anxiety?	What can we learn from successful business people and entrepreneurs?	
Acid attacks – why are these on the increase and what can we do if we witness one?	Should we send aid to foreign countries: is aid the answer?	

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Responsible health choices: blood donation, stem cells, vaccinations (2-hours).	How can extreme views lead to human rights abuse and atrocities? How do charities like UNICEF help across the world?	
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Year 10 PSHE Distinct Lessons		
Health and Wellbeing	Living in The Wider World	Relationships (RSE)
How can we manage our time effectively to help us succeed?	What is fake news and why do we need critical thinking skills? (2 hours)	Same sex relationships (LGBT+)
Can tattoos and piercings be dangerous?	What is anti-social behaviour and how does this affect communication?	What are forced and arranged marriages and what do we need to know?
Why do some people commit suicide?	How can we successfully prepare for work experience?	Gender and Trans Identity LGBT+
How can we manage grief and bereavement?	What rights and responsibilities do we have in the workplace?	How can we manage conflict successfully?
How can we manage social anxiety?	What is money laundering and why are some students taken in by crime?	Why do sexism, gender prejudice and stereotypes still exist?
Why do some people become homeless and why is homelessness on the increase?	What are employers looking for in CVs?	What is community cohesion and why is this important? (British Values)
What are hate crimes and why do they still happen?	British Values – how does the criminal justice system work?	Revenge Porn – what is this and how can we prevent ourselves becoming victims?
What is binge drinking; what are the risks and why do people still do it?	What is overt and covert racism and why are people still prejudiced?	Do we have healthy or unhealthy relationships with our role models?
Study skills – the power of mind and memory.	Why do some people become terrorists?	Harassment and stalking – what are these things and what does the law say about it?
Social Media and Self-esteem	Why pursue a career in STEM industries?	Parenting - the different types and styles of looking after a child.
Internet safety – the dangers of excessive screen time.		
How can we take steps to live sustainably (carbon footprint)?		

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	<p>How do we choose a career that suits our personality, ambition and qualifications?</p> <p>Crime, gangs and County Lines (2 hours)</p> <p>Why do we still need an International Women's Day?</p>	
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Year 11 PSHE Distinct Lessons		
Health and Wellbeing	Living in The Wider World	Relationships (RSE)
Why is PSHE so important?	GCSE Revision and study skills	Bullying – body shaming
Risk taking	Applying to college and university	Relationship break ups
Gambling and online gambling	Internet Safety – the Dark Web	What is “good sex”?
Perseverance and Procrastination	How is plastic pollution destroying our environment?	Why is it essential we know about consent, rape and sexual abuse?
Privilege – How does this affect us all?	How can we protect animal rights and aid sustainability?	How can we make ourselves and other people feel more positive and why is happiness important?
Why do we need sleep and how does sleep deprivation affect us?	How can trade unions protect our rights at work?	Relationship types and sexuality
Why is our digital footprint important?	What is cyber-crime?	What is chem sex and what do we mean when we talk about safe sex?
How can we celebrate diversity and our identities?	How can we successfully prepare for a job interview?	
What is body positivity and why is this controversial? (obesity issues)	Globalisation – how does this affect us?	
Personal safety in the wider world.	What is multiculturalism?	
	What is right-wing extremism?	
	Why is health and safety at work so important?	

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Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • 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: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • 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

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TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)

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TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • 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 • 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

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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Class	
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Name of parent		Date	
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Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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Parent signature	
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TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
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Appendix 4 - Useful Links

Government guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

For parents of secondary aged

children: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812594/RSE_secondary_schools_guide_for_parents.pdf

For parents of primary aged

children: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and

discipline): <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance>

Behaviour and discipline in schools: <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Equality Act 2010 – advice for schools: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Alternative provision: <https://www.gov.uk/government/publications/alternative-provision>

Mental health and behaviour in school: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Preventing and tackling bullying: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Sexual Violence and sexual harassment in schools between

children: <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The Equality and Human rights Commission advice and

guidance: <https://www.equalityhumanrights.com/en/advice-and-guidance>

Promoting Fundamental British Values as part of SMSC in

schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf

SMSC for Independent Schools: <https://www.gov.uk/government/publications/regulating-independent-schools>

National Citizen Service – guidance for

schools: <https://www.gov.uk/government/publications/national-citizen-service-guidance-for-schools-and-colleges>

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