



# **FARNEY CLOSE SCHOOL**

## **Relationship and Sex Education (RSE) and Health Education Policy**

<b>Date Published</b>	<b>Sept 2018</b>
<b>Reviewed</b>	<b>July 2023</b>
<b>Review Due</b>	<b>July 2024</b>

<b>Approval Level</b>	<input checked="" type="checkbox"/> <b>Governing Body</b> <input type="checkbox"/> <b>Principal to Determine</b>
<b>Signed</b>	
<b>Role</b>	<b>Governor</b>
<b>Date Approved</b>	

## 1. POLICY, PRACTICE AND PROCEDURE

Relationship and Sex Education (RSE) at Farney Close School places an emphasis on encouraging an understanding of healthy relationships; the importance of stable, loving relationships and respect, love and care. The ability to make informed decisions and choices is a key strand of positive personal development for all our pupils, as well as a key part of keeping themselves safe. This policy is written and implemented with due regard for the West Sussex RSHE Safeguarding Curriculum.

### Relationship Education:

As an independent school for 9-18 year olds, we must provide relationships education to all pupils 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 science which would include the elements of sex education contained in the science curriculum.

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 Farney Close School we teach RSE as set out in this policy.

RSE at Farney Close School also reflects the broad needs of our pupils. There are a high proportion of students with a history of significant family breakdown, some that have witnessed and/or suffered from domestic violence, some with a history of abuse as well as a high proportion of pupils with a diagnosis of ADHD or on the Autistic Spectrum. Therefore, all staff involved in the delivery of RSE must be sensitive to the students' experiences and emotions. Some pupils will receive a higher level of support and input due to their needs and past experiences; working on particular areas of the RSE curriculum more intensively, through 1:1 and/or therapeutic support.

### Policy Development:

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent or carers /stakeholder consultation – parents, carers and any interested parties were invited to feedback on the policy in writing to the Head of Education

4. Pupil consultation – we asked our pupils what they wanted from their RSE curriculum
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 2. THE INTENT OF HIGH QUALITY, RELATIONSHIP AND SEX EDUCATION

Relationship and Sex Education (RSE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality, sexual health healthy lifestyles, diversity and personal identity. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Clear, relevant and inclusive RSE plays a crucial part in **safeguarding** children and young people, especially those with special educational needs and disabilities who are more vulnerable to abuse and exploitation. It also complements and underscores other key strands of delivery, including e-safety, anti-bullying and equality and diversity.

Farney Close does not tolerate any form of sexual harassment or sexual abuse either in school or online. We ensure children know and understand what sexual harassment is, what sexual abuse looks like, and what to do if they suffer any form of it. We directly teach this through our PSHE/RSHE lessons (see our PSHE/RSHE Curriculum).

The definitions used by the Department for Education (DfE) are as follows:

**Peer-on-peer sexual abuse:** *this term includes sexual violence, sexual harassment, upskirting and sexting (also known as 'youth-produced sexual imagery').*

**Sexual harassment:** *unwanted conduct of a sexual nature that can occur online and offline, which includes the following:*

- *Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;*
- *Sexual "jokes" or taunting*
- *Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature*

- *Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This may include the following:*
  - *Non-consensual sharing of sexual images and videos*
  - *Sexualised online bullying*
  - *Unwanted sexual comments and messages, including on social media*
  - *Sexual exploitation, coercion and threats.*

**Sexual violence:** *the sexual offences of rape, assault by penetration and sexual assault.*

**Harmful sexual behaviour:** *an umbrella term for problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage.*

### **3. THE IMPLEMENTATION OF HIGH QUALITY, RELATIONSHIPS AND SEX EDUCATION**

RSE has three main elements:

#### **Attitudes and Values**

- Understanding of the nature and value of stable, loving and mutually respectful relationships.
- Help pupils develop feelings of self-respect, respect for others, confidence and empathy
- Exploration of moral dilemmas.
- Development of critical thinking.

#### **Personal and Social Skills**

- Self-confidence, self-esteem and empathy.
- Managing emotions and relationships confidently and sensitively.
- Skills to make informed choices and manage responsibility.

#### **Knowledge and understanding**

- Emotions & relationships.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Sexuality, reproduction, sexual health- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Information on local and national contraception and sexual health services.
- Reasons for delaying sexual activity.
- The avoidance of unplanned pregnancy.
- Keeping physically and emotionally safe.
- Information on the law in relation to sexual health and legal rights

### **3b SPECIFIC PROVISION OF SEX EDUCATION**

Farney Close School provides a setting in which pupils can be offered appropriate teaching and guidance about Relationships and Sex Education throughout the 24hour curriculum. The purpose of RSE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

Relationships and Sex Education is taught across all year groups as part of the discrete curriculum of PSHE and the Science curriculum. This curriculum may be adapted when necessary.

The delivery of the curriculum is inclusive of all pupils to ensure that they:

- Receive accurate, clear, comprehensive and up to date relationships and sex education that is LGBTQ+ inclusive.
- Are prepared for the opportunities, responsibilities, and experiences of life.
- Develop positive attitudes to sexuality.

Health professionals may be involved in the delivery of some aspects of the RSE curriculum, particularly more targeted programmes to individuals where a need has been identified.

The programme is designed to support and complement the role of parents and carers in this sensitive area. If pupils ask questions outside the scope of this policy, teachers and staff will respond in an appropriate manner, so they are fully informed and do not seek answers from unreliable sources.

### **3c SUMMARY OF PROGRAMME CONTENT**

The main aims of the Relationships and Sex Education programme are to give young people the knowledge and understanding to build healthy, enjoyable, and loving relationships as they move into adulthood. 'Relationships' should be understood to include friendships, family relationships, relationships in the wider world e.g. work colleagues/strangers, and for secondary school pupils, intimate relationships. Pupils are encouraged to recognise the responsibilities of parenthood and to respect themselves and others. Pupils are educated in the importance of behaving responsibly and respectfully in sexual matters, particularly with regard to the importance and understanding of consent.

Moral and ethical issues are presented and discussed in order to grow pupils' understanding around issues such as staying safe in the digital age (online and media), defining and respecting personal boundaries, recognising unhealthy relationships etc.

The programme looks at the biology of sexual maturation, focusing on the physical and emotional changes associated with puberty as well as the related issues of personal hygiene.

Pupils will learn about intimate and sexual relationships, and sexual health. Pupils receive information about sexually transmitted infections including HIV and AIDS and the importance of practising safe sex. Pupils receive information about contraception and its importance in guarding against unwanted pregnancy and sexually transmitted infections. The programme covers the legal implications of sexual behaviour.

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, LGBTQ+ parents or carers, 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).

Pupils are made aware of people and places they can go to for appropriate help or advice.

### **3d. TEACHING STRATEGIES**

It is good practice to set out ground rules to help create a safe environment in which pupils do not feel anxious or embarrassed by ensuring the following:

- a) Teachers, staff and health professionals will not have to answer personal questions
- b) no pupil will be forced to take part in a discussion
- c) pupils will be encouraged to use the anatomical name for body parts
- d) the meaning of words will be explained in a factual way

Farney Close School has a commitment to ensure that the programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Some pupils, for a variety of reasons, may benefit from 1:1 and small group RSE sessions. It may be appropriate to include occasions when single sex groups have an opportunity to explore issues which may be particularly sensitive. This work may be done by the teaching teams or in some instances by other teams e.g. the Care team, or the CLA Officer.

Teachers or staff will use distancing techniques which involve de-personalising discussion and using role play to 'act out' situations.

Teachers or staff will be given training on how to respond to difficult questions. If a question is asked that is too personal or too explicit then the teacher should:-

- a) acknowledge the question and arrange to speak to the pupil later in a more appropriate setting

and/or

- b) in consultation with a member of the SLT, or Designated Safeguarding Lead.

Teaching methods employed within Sex Education are as significant as the content of the programme. The strategies employed should enable pupils to practice the skills of negotiating, decision-making, assertion, research, problem solving and collaboration. Pupils should be given a range of opportunities to explore and develop their own attitudes and values, including exploring their own and others prejudices, engaging in discussion, preparing presentations challenging stereotypes and considering evidence.

It is important that the teacher promotes an atmosphere in which pupils can:-

- a) feel comfortable and trusted
- b) feel able to contribute
- c) use language as a tool for exploration
- d) feel supported
- e) support each other
- f) express their feelings.

Pupils should be encouraged to work in an active way, through methods such as:-

- a) role play and theatre workshops
- b) debating
- c) discussion
- d) projects
- e) displays
- g) case studies
- h) TV, films, documentaries and Health Education publications
- i) visitors and visits

#### **4. Roles and responsibilities**

##### **The Governing Board**

The governing board will approve the RSE policy, and hold the Principal to account for its implementation.

##### **The Principal**

The Principal is responsible for oversight of how RSE is taught throughout the school and for managing requests to withdraw pupils from non-statutory components of RSE (see section 7).

### **The Head of Education**

The Head of Education is responsible for ensuring that RSE is taught consistently across the school, and to uphold the RSE policy.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 Head of Education.

Staff responsible for teaching RSE are primarily tutors, teachers, and the Science department, however the RSE policy is expected to be upheld across the curriculum. Additional support will also be delivered when required by health care professionals, CLA/CIN Co-ordinator, link workers, school counsellors and therapists. The RSE provision will be co-ordinated by the Head of Education.

### **Pupils**

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

## **5. Parental Permission**

All parents or carers will have access to the Relationship and Sex Education Policy through the school website or a paper copy can be sent by request.

Parents or carers with parental responsibilities, have the right to withdraw their children from the non-statutory/nonscience 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 school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

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. This will include but not be limited to agreeing to the request without caveat, agreeing to the request with caveat(s) or refusing the request as it infringes on the young



persons right to a statutory academic education e.g. the biology curriculum. Where permission is not granted parents/carers may write to the chair of Governors for their consideration.

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

## **6. Child Protection and Confidentiality**

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality.

If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the safeguarding policy and procedures, and inform the Designated Safeguarding Lead.

## **7. Training**

Staff are trained on the delivery of RSE as part of their induction, have the necessary teaching/subject qualifications depending on the component, and it is included in our continuing professional development calendar.

## **Specific Issues when teaching Relationship and Sex Education**

Teachers and staff are in a position of trust and are expected to work within the agreed parameters of this document.

1. Teachers and staff must be aware of the school Child Protection and Safeguarding Policy as the teaching of RSE may raise the sensitive issue of child abuse. Joint guidance by the DfES *Working Together to Safeguard Children* (pub. July 2018) sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect.
2. The teaching of contraception is an essential part of the Government's strategy to reduce teenage pregnancy. RSE staff should give pupils information about different types of contraception and should give additional information about where they can obtain confidential advice and counselling, on an individual basis. On a young person's request, contraception is available through the school via the Family and Sexual Health Clinic. Legally young people can give informed consent to gain confidential medical advice and guidance about relationships and sexual health.
3. A key task for schools is to reduce/delay sexual activity and to reduce the incidence of teenage pregnancy through the teaching of RSE.

National and local statistics should be used as the basis for discussion. In discussing the moral issues the religious convictions of pupils and their parents should be respected.

4. STIs including HIV and AIDs – the teaching about safer sex is one of the Government's strategies for reducing the incidence of STI's including HIV/AIDs. It is vital to give pupils appropriate information and knowledge about STIs and HIV/AIDs. As well as information pupils need to develop the skills to enable them to make sensible choices. This will link to peer pressure and other risk-taking behaviour such as drugs and alcohol (see Safeguarding Policy)

## **8. Monitoring arrangements**

The delivery of RSE is monitored by the Head of Education through Lesson Observations, work scrutiny 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 Head of Education annually. At every review, the policy will be approved by the governing board.