



RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH POLICY

Author:	Noelle Sturla
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Date of approval:	09/2024
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Next review date:	09/2027
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Review period:	3 years
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Status:	Statutory
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1. Compliance

- 1.1 This policy complies with our statutory obligations to deliver Relationships and Sex Education (RSE) under sections 34 & 35 of the Children and Social Work Act 2017.
- 1.2 This policy will have due regard for the Department for Education (DfE's) statutory 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance' and other relevant guidance that came into force on September 2020 and which schools are required to comply with by the start of the summer term in that academic year.
- 1.3 This policy has been developed in consultation with parents and staff.

2. Purpose

- 2.1 This policy covers Farmor's School's approach to Relationships and Sex Education (RSE) and Health Education. We believe that RSE and Health Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and well-being.
- 2.2 We believe that all children and young people have a right to holistic, inclusive and needs-led RSE and Health Education. We believe that through providing high quality RSE and Health Education, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference.

3. Relationship to other policies

- 3.1. This policy is linked to, and should be read in conjunction with, the following school policies and procedures:
 - Anti-bullying policy
 - Behaviour policy
 - Safeguarding policy
 - E- safety policy
 - Curriculum policy
 - Misuse of substances policy
 - SEND policy
 - Equality Information and Objectives Statement

4. Scope, Principles and Definitions

- 4.1 We define *relationships education* as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.
- 4.2 We define *sex education* as learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human

reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.

- 4.3 We take the approach that RSE and Health Education is best approached in an integrated way and using a gender equity and human rights framework.
- 4.4 We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.
- 4.5 To cover the curriculum content outlined in the RSE and Health Education guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:
- realise their health (including sexual health), wellbeing and dignity
 - build self-esteem and self-worth
 - explore and value their personal and sexual identity and the personal/sexual identities of others
 - understand family structures, committed relationships and the legal status of different types of long-term relationships
 - understand and make sense of the real-life issues they are experiencing in the world around them
 - manage and explore difficult feelings and emotions
 - consider how their choices affect their own wellbeing and that of others
 - develop as informed and responsible citizens
 - understand and ensure the protection of their rights throughout their lives.
- 4.6 We believe that high quality, comprehensive RSE and Health Education does not encourage early sexual experimentation but in fact builds young people's confidence and self-esteem and helps them understand the reasons for delaying sexual activity. Evidence shows that effective RSE and Health Education plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.
- 4.7 We believe that RSE and Health Education is a key vehicle for promoting equality, inclusion and social justice. Our RSE and Health Education programme is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools.
- 4.7 We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.
- 4.8 We are also committed to an RSE and Health Education programme that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice (updated in January 2015) when planning for this subject.

- 4.9 We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE and Health Education. An inclusive RSE and Health Education programme at Farmor's School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

5. Subject Content

- 5.1 The curriculum programme is developed, predominantly by the Teacher in charge of PSHE and contributed to by subject departments, in conjunction with the views of teachers, pupils and parents.
- 5.2 We will meet the learning objectives and content outlined in the RSE and Health Education Guidance. All content will be delivered in a timely way and will be age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND.
- 5.3 Our scheme of work will be as published on the school website [here](#)

6. Subject delivery

- 6.1 RSE will be delivered as part of our Personal, Social, Health and Economic Education (PSHE) curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach.
- 6.2 The Teacher in charge of PSHE will work closely with colleagues in related curriculum areas to ensure a holistic and joined up approach to what is taught in RSE and Health Education.
- 6.3 We also supplement learning through using a whole school approach and utilise time outside of the classroom, such as assemblies or drama performances.
- 6.4 RSE will address aspects of relationships and sex in an integrated way within a single topic. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.
- 6.5 We also use external agencies where appropriate to deliver aspects of RSE and Health Education (see section 13).
- 6.6 The programme will be delivered in a non-judgmental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE and Health Education.

7. Pupil assessment

- 7.1 Farmor's School uses a range of assessment methods to get regular feedback on pupil progress in RSE. We also use pupil assessment to identify where pupils

need extra support or intervention. Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

8. Pupil voice

- 8.1 Pupil voice is central to the culture and ethos of Farmor's School. We use pupil voice to evaluate how relevant and engaging RSE is to children's lives. Throughout our RSE and Health Education scheme of work we embed pupil voice practices to enable students to express their views on the range of topics and issues that RSE and Health Education covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.
- 8.2 We want to ensure that all pupil voices are heard and that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

9. Answering pupil questions

- 9.1 RSE and Health Education explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.
- 9.2 As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.
- 9.3 Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has requested their child to be removed from sex education lessons.
- 9.4 School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students.
- 9.5 We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE and Health Education. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

10. Monitoring & Evaluation

- 10.1 The RSE and Health Education scheme of work will be regularly monitored to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the RSE and Health Education guidance, and that learning outcomes are reflective of pupil need.
- 10.2 The effectiveness of this policy will be reviewed by the school's leadership team in conjunction with the Teacher in charge of PSHE on a regular basis. If changes

are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made will be clearly communicated.

- 10.3 The school will monitor the implementation of the programme through line management meetings and lesson observations.
- 10.4 Evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:
 - annual pupil survey
 - student focus groups
 - tutor team meetings

11. Working with parents/carers

- 11.1 We believe that the successful teaching of RSE and Health Education involves parents/ carers and schools working together. We also believe that parents/ carers can play an important role in the RSE and Health Education of their children through exploring discussions at home that have taken place in school.
- 11.2 Our RSE and Health Education policy has been developed in consultation with parents and carers.
- 11.3 We work with parents/carers to ensure that they are aware of what we teach and when through the following methods:
 - Induction programme
 - Welcome packs
 - Sharing copies of the policy through emails
 - Information shared with parents/carers about when RSE will be delivered and when certain classes (including classes that involve sex education) will take place
 - Publishing the curriculum course outline on the school website
- 11.4 If parents/carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, we will arrange a designated time for them to come into the school.
- 11.5 We may share examples of some of the key resources we use with parents/carers to reassure them of the content and to enable them to continue the conversations started in class at home.

12. Parental right to request their child be excused from *sex education*

- 12.1 As outlined within the Statutory Guidance, parents/carers have the right to request their child be withdrawn from all or part of *sex education* lessons that are delivered as part of RSE.
- 12.2 Parents/carers do not have a right to withdraw their child from:

- Relationships Education
- any sex education delivered as part of the Science curriculum
- Health Education

- 12.3 All children will have the right to opt into *sex education* three terms before they turn 16 and the school will make arrangements for this to happen. In practice, this means that when a child turns 15 they have the right to be taught sex education if they want to.
- 12.4 Although parents/carers have the right to request to withdraw their child from any or all of *sex education* as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.
- 12.5 Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.
- 12.6 If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After that point, if the child wishes to receive *sex education* rather than be withdrawn, the school will make arrangements to provide the child with *sex education* during one of those terms.
- 12.7 We will remind parents annually that they can request to withdraw from *sex education* lessons that are delivered as part of RSE. This will form part of the data information check that we carry out for all parents.

13. Working with visitors and external agencies

- 13.1 From time-to-time Farmor's School may invite external experts and visitors to deliver parts of our RSE scheme of work. External visitors will be selected in order to enrich and supplement our RSE by bringing particular skills, methods and expertise to the classroom and the whole school.
- 13.2 A teacher will always be present throughout these lessons so as to build on the pupil's learning after the session/s as well as answer any questions the pupils may subsequently have.
- 13.3 Any external visitor will be expected to comply with this policy and other related policies, including the school's confidentiality and child protection policy.
- 13.4 We will also ensure that:
- There is appropriate planning, preparatory and follow up work for the session.

- The visitor understands the cohort of children involved, including the different ability levels and diversities in identities across protected characteristics. They will also be made aware of any specific issues relating to child protection.

14. Safeguarding and child protection

- 14.1 Farmor's School acknowledges that RSE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education.
- 14.2 RSE helps children to understand the difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse.
- 14.3 We recognise that, when discussing some of the issues RSE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures.
- 14.4 We also recognise that some children may be vulnerable to some of the content delivered in RSE due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in their planned lessons.
- 14.5 While we want to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all. Once ground rules have been set, we will check they are in place throughout the scheme of work and actively referred to. Through the use of ground rules and other approaches, such as distancing techniques, we believe the school can create a supportive environment for discussions that can be sensitive or difficult.

15. Policy Approval

- 15.1 The Governing Board of Farmor's School delegated the approval of this policy to the Headteacher.
- 15.3 In adopting this policy, the Headteacher recognises the responsibility for ensuring the policy is implemented effectively, including that the subjects are resourced, staffed and timetabled in a way the ensures that the school fulfils its legal obligations.