RSE Policy (Whole School)

Fairley House School

Date	February 2024
Date for renewal/update/review	February 2024
Named person responsible for review	Headteacher/Deputy Headteacher

Contents

1. Introduction

This policy has been informed by statutory government guidance, non-statutory National Curriculum guidance for KS1 – KS4, along with SMSC and PSHE Association Guidelines.

The importance of the subject

Relationships and Sex Education (RSE) and Health Education is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitudes about relationships, feelings, sexuality, sex and health. Puberty and human reproduction are taught within the wider framework of learning about relationships. Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain happy, meaningful relationships. It also enables young people to make responsible, informed decisions and choices, both now and in the future. These choices relate to their health, happiness and general well-being. RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school.

Why teach RSE?

Britain has one of the highest teenage pregnancy rates in Europe. In developing the Teenage Pregnancy Strategy beyond 2010 (www.education.gov.uk) the government commissioned a review of the evidence regarding what works in RSE. This review provides a research base from which to develop RSE for all children and young people. Conclusions aimed at reducing unintended conceptions in young people clearly indicate that high quality sex and relationship education should, amongst other things:

- Empower pupils.
- Offer a positive and open view of sex and sexuality and support sexual self-acceptance.
- Be sustained by working within a theoretical framework.
- Meet local needs.
- Ensure the entitlement of all children to sex and relationship education and undertake specific work to meet the needs of vulnerable and marginalised children and young people.
- Be provided early, before puberty, before feelings of sexual attraction and before young people develop sexual relationships.
- Reinforce value messages.
- Focus on risk reduction strategy.
- Use active learning and participatory techniques.
- Avoid focusing too heavily on biological issues.
- Ensure that children and young people have a critical awareness of the messages that are portrayed in the media.

Statutory requirements

As a school we must provide RSE to all students as per s.34 Children and Social Work Act (2017.)
In teaching RSE, we are required to have regard to guidance issued by the secretary of state as outlined in s.403 Education Act (1996).
At Fairley House School we teach RSE as set out in this policy.

Aims

The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place

- Prepare students for puberty and adulthood, give them an understanding of sexual development and the importance of both physical and mental health and hygiene so that they can make their own informed decisions.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships including helping students to create healthy, nurturing relationships of all kinds.
- Teach students the correct vocabulary to describe themselves and their bodies.

Policy development

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

- Review – curriculum coordinators and senior leadership gathered together relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and contribute towards a cross curricular mapping document.
- Parent/stakeholder consultation – parents and any interested parties were sent a letter with a link to the draft policy on the website asking for their feedback electronically to the PSHE coordinators
- Student reflection – we will ask students for feedback on the RSE sessions once they have been completed during the academic year and use this feedback to further inform future sessions. We will do this by carrying out an RSE questionnaire with all year groups.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity and relevant legislation, so that they are able to make their own, informed decisions throughout their lives.
RSE involves a combination of sharing information and exploring issues and values in an open safe non-judgemental developmentally appropriate environment.
RSE is NOT about the promotion of sexual activity.

Curriculum

We understand that although we follow a whole school curriculum, we may need to adapt it as and when necessary, to meet the needs of our students and our community or issues that are highlighted nationally.
We have developed the curriculum, taking into account the age, needs, specific learning difficulties and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and don't seek answers online or from their peers which may not provide a true reflection of reality or explore related ethical issues the way in which a teacher can. This may include signposting students to safe and reliable sources of information.

2. Delivery of RSE

RSE is taught within the PSHE programme. Biological aspects of RSE are taught within the science curriculum, units such as internet safety and harm are taught in ICT and other units are included in citizenship and religious studies and other department schemes of learning. (Please refer to individual department curriculum maps).

The content delivered will be age appropriate, with each year group following a bespoke programme. The delivery will take into account any additional needs of students in the class and will be tailored to suit the learner, being aware that students with additional needs are more at risk of bullying and exploitation. The delivery of these topics will be from staff within the school, with support from guest speakers from established organisations where appropriate, to ensure that students are privy to the most secure and apt information.

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.
- Intimate and sexual relationships, including sexual health (KS3 & KS4).

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, 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).

Staff will use a variety of learning approaches and teaching methods which encourage pupils to participate, question and communicate. There is an emphasis upon discussion throughout all units.

3. Roles and responsibilities

The Governing Body

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE.

Staff

Staff are responsible for:
- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Creating a culture of trust, empathy and confidentiality.
- Monitoring progress.
- Responding to the needs of individual students.
- Supporting the review and reflection process for student feedback after taught sessions.
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

- Make students aware that if anything that is said during these sessions raises any concerns about themselves or about someone that they know they should talk to a trusted member of staff about it as per our safeguarding policy.

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Ground rules will be agreed before all RSE lessons to provide a nurturing, open and confidential environment.

If gaining a wider awareness of positive relationships versus negative relationships causes any concern to any student about themselves or someone they know, they are encouraged to share these concerns with a trusted member of staff who will deal with them in accordance with the safeguarding policy.

We aim to ensure that the curriculum is accessible for all students and are mindful that this is particularly the case for students with Specific Learning Difficulties and disabilities who may, due to their need, be more vulnerable to exploitation, bullying and other issues specific to their additional need.

We are mindful of the preparing for adulthood outcomes (as set out in the SEND Code of Practice); where relevant, the curriculum will be adapted to meet the specific developmental needs of SEND students to ensure that curriculum taught to SEND students is sensitive, age and developmentally appropriate and delivered with reference to the law.

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE (**not relationship education**) 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 is required by law to arrange this.

Requests to withdraw children from statutory aspects of RSE are unlawful and will not be granted, this includes Relationship and Health Education (including puberty) and curriculum taught as part of the science National Curriculum.

Requests for withdrawal should be put in writing detailing the reasons that you want to withdraw your child and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action and record the viewpoint of both parties as well as the outcome of the discussion.

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

Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

4. Our approach to specific issues:

Using outside speakers

When working with outside speakers and facilitators a partnership approach is used, though the school remains responsible for all aspects of provision. In particular: teachers will clearly explain the ethos and approach of the RSE programme to visitors. The input of visitors will be integrated into the programme and jointly planned with teachers. The approach used by visitors will complement the philosophy and aims of the

school programme. in all cases teachers will be present, so that they can follow up the input with pupils at a later stage. Pupils will be told that visitors are coming in beforehand and spend time preparing for the session (for example, discussing with them what they will be doing, deciding what questions they want to ask them).

The role of parents

We hope and expect that our programme will support the initiation of dialogue at home. Parents and teachers both need to engage with children about the messages that they get from the media and give them opportunities for discussion. Therefore, parents will be informed and supported to understand the programme delivered at Fairley House and the part they can play in this. We have an important role to play in helping and supporting parents to talk to their children and we will do so by providing a clear outline of our work in school newsletters and through this policy, and by request.

Confidentiality

Confidentiality cannot be guaranteed for children or their parents. Should any individual be in possession of information that they feel may indicate a child is at risk of harm in any way they will always report this, in confidence, to the school's Designated Safeguarding Lead, who will deal with it in line with school policy. Other information, views or beliefs will be kept within the confines of the classroom where they are discussed, or between the individuals who are discussing them.

Child protection

RSE may sometimes bring about disclosures of child protection issues and teachers should always inform the Designated Safeguarding Lead if they have any concerns about something a child has said or done.

Dealing with questions

Clear parameters of what is appropriate and inappropriate will be established within the ground rules that are established for all personal development lessons. Questions will be answered using simple, accurate and straightforward language. The answers given will always be honest but may not be, on occasion, everything there is to know. The age of the child will always be taken into consideration, as will their level of maturity.

Supporting difference and diversity

The RSE programme, as with other areas of the curriculum will be delivered to reflect the multicultural nature of modern British society. Through stories, music, pictures and real-life examples diversity will be explored in relation to race, belief and faith, ethnicity and culture and sexual orientation. The programme will actively encourage respect for diversity and any display of prejudice through actions or words will be dealt with by explanation, the demonstration of appropriate behaviour and words and, if necessary, through the behaviour management procedures outlined in the policy. Some children will have specific learning needs in relation to RSE as with any other area of the curriculum. Teachers will honour the specific needs of individuals in their planning by ensuring a range of opportunities to learn are provided and supported.

Monitoring arrangements

The delivery of RSE is monitored by the curriculum coordinators through learning walks, lesson observations, review of students' work and pupil and teacher feedback. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually or sooner if as a result of student feedback, consultation feedback or a change in guidance from the DfE.

Appendix 1- PSHE & RSE End of Primary School Objectives

Relationship Education

TOPIC	STUDENTS SHOULD KNOW
Families and People who Care for me	• That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring Friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends. - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. - How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - Practical steps they can take in a range of different contexts to improve or support respectful relationships. - The conventions of courtesy and manners. - The importance of self-respect and how this links to their own happiness - 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 those in positions of authority. - About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - What a stereotype is, and how stereotypes can be unfair, negative or destructive. - The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	- That people sometimes behave differently online, including by pretending to be someone they are not. - That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. - The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - How information and data is shared and used online.
Being safe	- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

	- What each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact. - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - How to recognise and report feelings of being unsafe or feeling bad about any adult. - How to ask for advice or help for themselves or others, and to keep trying until they are heard,. - How to report concerns or abuse, and the vocabulary and confidence needed to do so. - Where to get advice, for example family, school or other sources.

Health Education

Topic	Students Should know
Mental Wellbeing	- That mental wellbeing is a normal part of daily life, in the same way as physical health. - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. - Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet Safety and Harms	- That for most people the internet is an integral part of life and has many benefits. - About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

	- Why social media, some computer games and online gaming, for example, are age restricted. - That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - Where and how to report concerns and get support with issues online.
Physical Health and Fitness	- The characteristics and mental and physical benefits of an active lifestyle. - The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - The risks associated with an inactive lifestyle (including obesity). - How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	- What constitutes a healthy diet (including understanding calories and other nutritional content). - The principles of planning and preparing a range of healthy meals. - The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and Prevention	- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - The facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	- How to make a clear and efficient call to emergency services if necessary. - Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2- PSHE & RSE End of Secondary School Objective

TOPIC	STUDENTS SHOULD KNOW
Families	• 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	• 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.
Online and media	• 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 - The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online - How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Being safe	- 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)
Intimate and sexual relationships, including sexual health	- 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 and menopause. - 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.

Topic	Students Should know
Mental Wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Physical Health, Fitness and Healthy Eating	• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • About the science relating to blood, organ and stem cell donation. • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • The benefits of regular self-examination and screening (late secondary) • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.
Basic First Aid	• Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.
Topic	Students Should know
Drugs Alcohol and Tobacco	• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks.

	• The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.