



## **Felpham Community College**

### **Relationships and Sex Education (RSE) Policy (This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE.)**

The Governing Body of Felpham Community College adopted the Relationship and Sex Education Policy on 22 September 2021.

**Date of policy: 21<sup>st</sup> September 2022**

**Date of review: September 2023**

**Name of RSHE Coordinator: Lucy Marques-Darling/Yasmin Tetra**

**Name of RSHE Governor: Sandra Hawkins**

#### **1. Introduction**

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships, Sex and Health Education compulsory for pupils receiving secondary education.

The RSHE teaching in this school contributes to our statutory duty to safeguard pupils and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a progressive, sequenced, age-appropriate manner throughout the school.

#### **2. Formulation, dissemination, monitoring and review of policy**

The RSE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: discussion at staff briefing and parent letter including draft policy and feedback from that. In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSHE policy is available on the school website and free of charge to interested parties via school reception.

The RSE policy and RSHE curriculum will be reviewed annually by the RSHE Coordinator and governors. This review will be informed by the following: pupil and staff evaluation of the programme; changes in legislation and guidance; and, parent feedback detailed through the annual survey.

### **3. What is RSHE?**

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE pupils learn about healthy relationships, diversity, respect, love and commitment, healthy lifestyles, safety both on and offline, puberty, sex, sexuality and sexual health. There is often concern that RSHE will encourage sexual experimentation however evidence shows that those who receive comprehensive RSE at school are more likely to delay their first sexual activity and to use contraception when they do have sex. At secondary level we are building on the foundations of skills and knowledge that pupils have learnt at primary school.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school pupils will learn key knowledge and skills to help keep themselves, and others, safe, healthy, and prepare them for the responsibilities of adult life.

### **4. Why RSHE is important in our school**

Citizenship education is recognised as a necessary part of a young person's full educational entitlement. We encourage pupils to play a positive role in contributing to the life of the school and the wider community, whilst always acknowledging that parents are the first educators of their children in this area.

- It gives pupils the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights.
- It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom.
- It encourages pupils to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world.
- It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions.

The aim of Citizenship education in our school is to enable young people to have a comprehensive knowledge and understanding of the topical events they study. We acknowledge that not all parents feel confident or comfortable talking to their children about some aspects of RSHE therefore our work in school ensures that all pupils have a standard level of education about key aspects needed to keep safe and make positive, informed and healthy choices.

### **5. Key Objectives**

Our RSHE programme will focus on three elements: exploring attitudes and values; developing skills; and, improving knowledge and understanding. We aim to develop well-rounded individuals who respect themselves and others, are able to communicate effectively and take responsibility for their actions.

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of what positive and healthy relationships look like and the skills to form nurturing relationships of all kinds, not just intimate relationships
- Enable pupils to recognise unhealthy relationships and abuse and have the knowledge and skills to seek help for themselves or others
- Give pupils the knowledge and skills to make informed, healthy decisions about their mental and physical health
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Develop an awareness and understanding of relevant laws, for example those around consent, sexual violence, rape, drugs, and image-sharing
- Develop knowledge and understanding of human sexuality and sexual health, including Sexually Transmitted Infections, sexual orientation, contraception and reasons for delaying sexual activity
- Support pupils to develop a positive sense of their own identity, showing respect for

- themselves and others, and having resilience
- Support pupils to keep safe, both online and offline, including assessing the risks and benefits of their actions and recognising that pressures and influences come from a range of sources
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science, RE and PE, in addition to more focused learning through RSHE sessions, tutor-time and assemblies.

## **6. Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught in our RSHE programme and when using letters home to parents as well as placing the curriculum map on the website.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every pupil and family to feel included, celebrated, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be shared with parents/carers and a plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE, including same-sex relationships and heterosexual relationships. We will be sensitive to all pupils' family backgrounds and respect all pupils. We will have regard to our community's religious and philosophical beliefs. We also acknowledge that it is essential that there is no ideological proselytism or indoctrination. All teaching material used will be critical, objective and pluralistic.

## **7. The Curriculum**

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the pupil's knowledge, understanding and skills year on year. We work to objectives in each year group that support the achievement of outcomes outlined in the government RSHE guidance and after parental consultation.

Some elements of RSHE are delivered through national curriculum Science:

### **Key Stage 3**

*Pupils should be taught about:*

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta.
- The effects of recreational drugs (including substance misuse) on behaviour, health and

life processes

- Comparing energy values of different foods (from labels) (kJ)

#### **Key Stage 4**

*Pupils should be taught about:*

- The relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- reducing and preventing the spread of infectious diseases in animals and plants
- the impact of lifestyle factors in the incidence of non-communicable diseases
- hormones in human reproduction, hormonal and non-hormonal methods of contraception
- sex determination in humans

In addition to the Science curriculum we will work towards the outcomes outlined in the government's RSHE Guidance, under the headings shown below. Each topic will be covered in an age-appropriate way during a pupil's time at the school, with regular repetition of key themes. These elements will be delivered through timetabled Citizenship lessons, tutor time and assemblies. Learning will also be supported through cross-curricular approaches.

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing adolescent body
- The dangers of pornography
- Suicide
- Self-harm
- Sexual abuse
- Harassment and stalking

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis using questionnaires and department meetings, alongside statutory updates.

#### **8. Resources**

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities and resources. You can see a selection of resources attached with the policy. We offer opportunities for parents to familiarise themselves with the content of RSHE through the school's website. We will inform you of what will be taught in each term through our curriculum newsletter.

If you would like to discuss any of the resources used in more detail please contact Mrs Marques-Darling or Yasmin Tetra.

#### **9. Teaching and Learning**

Our RSHE Coordinator is responsible for planning lesson content and providing relevant resources to all teaching staff who deliver. Teaching assistants may provide additional support for pupils with

SEND. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of staff will not influence the delivery of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE, will work to the agreed values within this policy.

To ensure that all pupils feel able to contribute effectively to RSHE a number of teaching strategies will be used, including:

- Establishing a group agreement with pupils;
- Using 'distancing' techniques (eg. Case studies and role-play)
- Dealing with questions in an age-appropriate manner
- Using discussion and appropriate materials
- Encouraging reflection.

## **10. External speakers**

We may use outside visitors to enhance the RSHE provision delivered by teachers. We plan these inputs carefully to ensure effectiveness. All visiting speakers will:

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked
- use material that is objective, critical and pluralistic

## **11. Safe learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions of the teacher or other pupils are not appropriate.

Some staff may feel it is appropriate to use a 'question box' to allow all pupils an opportunity to write questions down if they do not choose to ask these in front of the whole class.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. These questions will be answered in a factual and balanced manner appropriate to the age of pupils. The questions will also be fed back to the Coordinator as part of the evaluation and monitoring process.

## **12. Staff training**

There is continues and ongoing discussions about lesson content with Sally Covill and Lucie Szymura and support is provided if/when necessary. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event. Training on more specific RSHE topics will take place as and when required to support the needs of teachers, pupils and the school as a whole.

### **13. Parents**

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through newsletters and the website to explain when RSHE will take place in different year groups and what will be covered.

We will regularly consult with parents on topic taught in letters home throughout the year.

Any parents wanting more information about our RSHE curriculum can contact Miss Tetra.

### **14. Right to be excused from sex education:**

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to excuse their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. The RSHE we provide is planned to meet the needs of all pupils and give them the knowledge and skills they need to lead healthy lives. Withdrawing pupils from RSHE can be detrimental and lead to them receiving less accurate, second-hand information from peers.

To request that a pupil be excused from Sex Education parents should write to the head teacher. The head teacher will arrange to speak with parents to explore their views and ensure that the nature and purpose of RSHE is understood. A written record will be kept of this discussion. Except in exceptional circumstances the school will respect a parent's right to excuse their child up until three terms before a pupil's 16<sup>th</sup> birthday when the child can choose to be included in Sex Education.

The process above is the same for pupils with SEND, however in exceptional circumstances the head teacher may take account of a pupil's specific needs arising from their SEND when agreeing or not any application to be excused.

Teachers will plan appropriate, purposeful education for pupils who are withdrawn from sex education.

### **15. Confidentiality, safeguarding and child protection**

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed if confidentiality has to be broken, due to safeguarding concerns, and supported as appropriate. Please see our Safeguarding policy for more details of risk factors.

Through taught lessons, teaching staff will signpost pupils to sources of confidential local and national support services.

### **16. Menstrual wellbeing**

Pupils who are menstruating will be supported in the following ways:

- Sanitary disposal units are available in female and unisex/accessible toilets
- Pupils can access emergency sanitary products from the year office or the nurse.
- For those experiencing period poverty free sanitary protection can be accessed from the form tutor, year office or the nurse.

### **17. More information**

If you would like to discuss our provision of RSHE further please contact Mrs Marques-Darling and Yasmin Tetra.

If you have a complaint about any aspect of our RSHE provision please follow the school's complaints procedure.