

# Fyling Hall School

## Relationship & Sex Education Policy



### **Introduction**

We believe that delivering effective Relationship and Sex Education (RSE) is essential for young people to make responsible and well-informed decisions about their lives. Our primary aim is to equip 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. We aim to provide our pupils with a holistic and inclusive RSE programme that offers the flexibility to address the individual needs of each tutor group. A successful RSE will allow our pupils to develop resilience and confidence, embrace individuality and know how, when and where to ask for help or support.

The RSE policy applies to all pupils and staff of Fyling Hall. We will ensure the policy is effectively communicated to pupils, staff and parents, including through publishing the policy on the school website.

### **Definition of Relationship & Sex Education**

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.

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.

The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.

We will take care to highlight lessons that contain what we define as sex education and 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.

### **Equality**

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes and sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

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We are also committed to an RSE 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 2014 when planning for this subject. Sex education and relationship lessons are differentiated for pupils regardless of their level of ability, and can therefore be accessed by all our pupils including those with learning difficulties.

We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. An inclusive RSE at Fyling Hall will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

### **Delivery & Curriculum content**

The Learning for Life curriculum is developed by the Head of Learning for Life/Head of Junior School (PSHEE) in conjunction with other staff within the school. We will meet the learning objectives and content outlined in the Relationships Education, Relationships & Sex Education 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.

(See Appendix 1 – Overview RSE Curriculum map)

RSE will be delivered as part of our Learning for Life curriculum (L4L), which has planned, timetabled lessons across all key stages. They will be delivered by the Form Tutor to their designated group. The Head of L4L will work closely with colleagues in related curriculum areas (science, computing, PE etc..) to ensure a holistic and joined up approach to what is taught in RSE. Where linked to the Science curriculum some elements of the RSE will be delivered during Science lessons by subject specialists.

The programme will be delivered in a non-judgemental, 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.

### **Answering Pupils' Questions**

RSE 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.

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

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question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and take into account whether a parent/carer has exercised their right to request their child be withdrawn from sex education lessons.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils or that could make either party vulnerable or uncomfortable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. 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. 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.

### **Parents' & Carers' Participation**

The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:

- teaching their children about relationships and sex;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up;
- preparing them for the challenges and responsibilities that sexual maturity brings.

The school will communicate with parents what will be taught and when in the delivery of RSE. Appendix 1 provides an overview to the topics covered within each school year group.

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.

Parents/carers do not have a right to withdraw their child from Relationships Education.

Parents/carers do not have the right to withdraw their child from any sex education delivered as part of the Science curriculum. Parents do not have the right to withdraw their child from Health Education.

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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.

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.

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 Head of L4L to discuss their concerns. The Head of L4L will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum. 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.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

### **Safeguarding**

The School will follow Keeping children safe in education (KCSIE) and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled.

Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. All staff have undergone statutory training and **must** follow the School's safeguarding policy if a child protection issue is raised.

The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the School DSL, counsellor, GP or local young person's advice service.

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### **Monitoring & Evaluation**

The monitoring and evaluation of our programme is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation of Learning for Life follows the same school academic review procedures as all departments within the school.

Specific evaluation led by the Head of Learning for Life of RSE involves structured and informal pupil and staff feedback including:

- Evidence from lesson observations
- Feedback and evaluation discussions with both staff and pupils

The Head of Learning for Life will also monitor delivery of other aspects of Sex and Relationship Education presented by other subject areas. This will be undertaken as part of the ongoing survey of cross-curricular education.

### **Parents' consultation**

We will consult with parents when developing and reviewing our policies for relationships education and relationships and sex education which help inform our decisions on when and how the content is delivered. Our consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward. Notice is given on when certain aspects are to be delivered so that parents are informed of areas students may be needing to discuss further.

We listen to parents' views and make decisions as to how to proceed which with student groups. The content covered is a decision for the School and parental do not necessarily have veto on curriculum content or delivery.

Updated: September 2021 by S.Allen

To be reviewed by September 2022

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### Appendix 1 – Overview RSE Curriculum Map

#### Junior School

Year group	Science sessions	Learning for Life sessions
Reception	Living things	<p><b>Managing Feelings and Behaviour:</b> Recognise and respond to emotions, know how actions can impact others, learn about friendly behaviour. Know what is unacceptable and consequences. Be confident when trying new activities/adapt to routines. Know some ways to stay mentally healthy.</p> <p><b>Making Relationships:</b> Know what constitutes friendly behaviour. Can play and work in a group. Beginning to know how share with others. Has positive relationships with adults and children in the setting. Family and special people.</p>
Year 1	Animal lifecycles	<p><b>Relationships:</b> Behaviour towards others, demonstrate kindness and friendship. Positive and negative behaviour and impact. Differences, respecting and value difference. Strategies to play and work co-operatively, negotiate, deal with conflict. Identify their special people (family, friends, carers), what makes them special, how special people should care for one another. What mental health is and how to promote positive mental health.</p> <p><b>Safe Staying:</b> Difference between secrets and nice surprises, importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. Learn about physical contact, recognise what is acceptable/not acceptable, comfortable/uncomfortable. Who to tell.</p> <p><b>Bullying:</b> Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. Know who to tell if they or someone else is being bullied.</p>

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<p>Year 2</p>	<p>Lifecycles of animals and humans</p>	<p>Friendships: Communicate feelings and how to respond. Explore friendship and what constitutes friendly behaviour. Celebrate diversity and difference. Recognise what is fair and unfair, kind and unkind, what is right and wrong. Understand the impact of behaviour, value of kindness in actions and words, impact of unkindness. Listen to others, carry out activities co-operatively. Become increasingly independent when dealing with conflict, but know when to seek help. Share opinions, agree and respectfully disagree with others.</p> <p>Family: Learn about different positive family structures and relationships. Know about positive mental health and how to promote this.</p> <p>Staying Safe: Difference between secrets and nice surprises, importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. Know what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). Who to tell.</p> <p>Bullying: Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say, including online. Recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. Know what to do if they or someone else is bullied and who to talk to.</p>
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<p>Year 3</p>	<p>Lifecycles of mammals/non mammals including humans</p>	<p>Relationships: Recognise and respond appropriately to a wider range of emotions. Know what constitutes a positive, healthy relationship. Strategies to resolve disputes. Different types of relationship, including those between acquaintances, friends, relatives and families. That actions affect themselves and others, positive choices. Diversity and equality in the wider world, rights including rights of a child. Understand personal boundaries.</p> <p>Know about positive mental health and how they can recognise this in themselves and what they can do to promote this</p> <p>Staying Safe: Concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' of view.</p> <p>Bullying: To recognise bullying in all its forms and know how to respond and where to go for help understanding their responsibility if someone else is being bullied to speak out.</p>
<p>Year 4</p>		<p>Friendships: Managing conflict and repairing friendships; Feeling lonely; Friendship skills, including communicating safely online; Listening and responding; Respecting self and others.</p> <p>Mental wellbeing: Link with mental health week.</p> <p>Families: Different types of relationships; Characteristics of healthy family relationships; Feeling safe and cared for.</p>
<p>Year 5</p>		<p>Respect and bullying: Mutual respect; Sharing points of view; Stereotypes; Types of bullying and how to get help; Discrimination.</p> <p>Mental wellbeing: Taking care of mental health and emotional wellbeing; Managing challenges; Seeking support for themselves and others.</p> <p>Staying safe: Privacy and personal boundaries; Acceptable and unacceptable contact; Permission-seeking and giving; Personal safety.</p> <p>Developing friendships: Changing and ending friendships. Growing and changing: Growing up; Puberty; Sleep.</p>



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Year 6	Class based lessons, some of which are single sex: Life cycles including humans	<p>Growing up, puberty and reproduction: Menstrual wellbeing; Managing the changes of puberty; Developing independence; How a baby is made. Physical and mental health and wellbeing.</p> <p>Managing change, loss and bereavement; Sources of support. Friendships and staying safe: Opportunities to connect online; The nature of online only friendships; Reporting harmful content and contact; Staying safe online.</p> <p>Adolescence and puberty Human reproductive systems The menstrual cycle</p>
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### Senior School

Year group	Science sessions	Learning for Life sessions
Year 7	<p>Classification of life forms. Stage of human life. Animal cells including sex cells Human reproductive organs. Animal and plant reproduction. The menstrual cycle. Stage of pregnancy. Giving birth. Risks to an unborn baby. Introduction to genetics. Adaption and evolution by artificial and natural selection.</p>	<p>Friendships and diversity: Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice; Bullying, including online. Violence in society.</p> <p>Relationships: Healthy and positive relationships, including intimate relationships. Marriage and partnerships. Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent.</p>
Year 8		<p>Friendships and managing influences: Managing social influence, peer pressure and peer approval; Strategies to manage pressure to conform within a group and in relation to substance use. Discrimination.</p> <p>Relationships: Stereotypes and expectations of gender roles, behaviour and intimacy; Consent in intimate situations; Introduction to contraception and sexual health.</p>

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		<p>Gender identity. FGM. Sexting and the law</p> <p>Addictions: Laws; Gambling/gaming; Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use.</p> <p>Mental health and wellbeing: Attitudes to mental health and emotional wellbeing; Digital resilience; Body image; Healthy and unhealthy coping strategies; Seeking support for themselves and others.</p>
Year 9	<p>Organ system including human reproductive system. Reproduction and health Genetics and evolution</p>	<p>Values and moral frameworks. Mental Health and Wellbeing; understanding mental health, developing resilience, asking for help Equal Relationships and tolerance; consent, boundaries, equality, LGBTQ+ Peer influence, Substance use and gangs</p> <p>Forming romantic relationships of all kinds. Portrayal of sex in the media</p> <p>Sexual intercourse and contraception. Sexually transmitted diseases, circumcision and FGM</p>

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<p>Year 10</p>	<p>Genetics, cloning. Sexual reproduction in humans.</p>	<p>Finance, careers, training, apprenticeships and socio-economics.</p> <p>Mental Health, stigma, safeguarding health, including during periods of transition or change</p> <p>Understanding Different Families; adoption, divorce, LGBTQ+, marriage Online Safety including pornography Relationships and sex; expectations, myths, pleasure and challenges Role Models and Peer Influence; drugs, alcohol, gangs, knife crime.</p>
<p>Year 11</p>		<p>Mental Health and Wellbeing- Self-efficacy, stress-management, resilience. Promoting self-esteem, healthy revision.</p> <p>Independent living. Workplace health and safety. Society rights and responsibilities.</p> <p>Sexual wellbeing and respectful relationships; STIs, contraception, pregnancy choices, consent and alcohol</p>
<p>6th Form (Years 12 and 13)</p>		<p>Developing skills for the wider world (such as financing and cookery, job and course applications, tax, entrepreneurship): Healthy relationships; boundaries, consent, relationship difficulties and breakups, identifying controlling and coercive behaviour. Intimacy; enjoying sex in a safe and healthy manner, contraception, pregnancy, STIs. Adult influences; alcohol, drugs, peer pressure, festivals/ nightclubs</p>