



FERRYHILL SCHOOL

RELATIONSHIP AND SEX EDUCATION POLICY

RELATIONSHIP AND SEX EDUCATION POLICY (RSE)

1. THIS POLICY WAS DEVELOPED AND UPDATED IN RESPONSE TO

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance June 2019
(statutory from 2020, however school should implement these requirement as soon as practically possible)
- Sex and Relationship Education Guidance 2000
- Keeping children safe in Education 2019
- Supplementary Guidance Sex and relationship Education (SRE) for the 21st Century 2013
- Equalities Act 2010
- Not Yet Good Enough: Personal, Social, Health and Economic Education in schools, OFSTED 2013
- Life Lessons: PSHE and SRE in schools: Fifth Report, House of Commons Education Committee 2015
- SEND code of practice: 0 to 25 years
- And many more

This RSE policy should be considered alongside all other Ferryhill School policies including the following: E safety, anti-bullying, safeguarding and Equalities policy

2. RATIONAL:

Ferryhill School recognises that a caring and developmental Relationships and Sex Education (RSE) programme needs to be more than just biology and the fundamentals of reproduction. It should also provide knowledge about loving relationships, the nature of gender, sexuality and strive to prepare young people to make informed decisions. Ferryhill School believes that all young people are entitled to a programme, which gives them reassurance about their body image, behaviour, feelings and relationships at a level appropriate to their maturity and development.

3. THE CONSULTATION PROCESS HAS INVOLVED:

- Review of the current RSE curriculum content with staff and students.
- Consultation with students.
- Consultation with wider school community e.g. parents, school nurse, school counsellor.
- Consultation with school governors.

Consultation has taken many different formats including, e.g. focus groups, online questionnaires, staff inset, parent evenings, newsletter, governor meeting.

4. WHAT IS RELATIONSHIP AND SEX EDUCATION:

RSE is a holistic approach to enable students to develop knowledge, communication skills and understanding, in order to facilitate personal decision-making and enable them to view their relationships in a responsible and healthy manner. RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes which are particularly for students in this ever-changing society. "It also gives children and young people essential skills for building positive, respectful and non-exploitative relationships and staying safe both on and offline".
Supplementary Guidance Sex and relationship Education (SRE) for the 21st Century 2013

5. PRINCIPLES AND VALUES:

In addition, Ferryhill School believes that RSE should:

- Be an integral part of the lifelong learning process.
- Be an entitlement for all students.
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn.
- Support young people through their physical, emotional and moral development.
- Encourage students and teachers to share and listen to each other's views and maintain the right to hold and express views.
- Enable students to develop the skills and understanding they need to live confident, healthy and independent lives.
- Be set within this wider school context and supports all types of family commitment and love, respect and affection, knowledge and openness.
- Enable students to understand difference and respect themselves and others in order to prevent and remove prejudice.
- Develop an understanding of human sexuality and gender identity.
- Develop an understanding of the reasons for and benefits of delaying sexual activity.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Show how to obtain appropriate advice on sexual health, recognising that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Recognise the physical, emotional and moral implications, and risks, of certain types of behaviour.

6. SEX AND RELATIONSHIP EDUCATION IN THIS SCHOOL HAS THREE MAIN ELEMENTS:

ATTITUDES AND VALUES:

- Learning the importance of values, individual conscience and moral choices.
- Learning the value and valuing family life, stable and loving relationships and marriage.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision-making.
- Challenging myths, misconceptions and false assumptions about normal behaviour.

PERSONAL AND SOCIAL SKILLS:

- Learning to manage emotions and relationships confidently and sensitively, including online relationships.
- Developing self-respect and empathy for others.
- Developing positive self-esteem and confidence
- Learning to make choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.
- Managing conflict.
- Learning how to recognise and avoid exploitation and abuse.
- Communicating effectively.
- Developing an appreciation of the consequences from the choices made.
- developing the skills to try and manage/avoid pressure including uninvited attention

KNOWLEDGE AND UNDERSTANDING:

- Learning and understanding physical, emotional and spiritual development at appropriate stages including puberty and mental health and wellbeing.
- Understanding human sexuality, gender identity, reproduction, sexual health, emotions and relationships.
- Learning about contraception and the range of local and national sexual health advice, contraception and support services.
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay.
- Learning and understanding strategies for avoiding unplanned pregnancy.
- Understanding concepts of and law relating to consent, sexual consent, exploitation, grooming and coercion including FGM and how they can affect relationships.
- Understanding where to access help locally and nationally.

7. CURRICULUM INTENT LINKED TO RSE DELIVERY –

OUR INTENT FOR PERSONAL DEVELOPMENT

Personal Development at this school contributes to the whole school curriculum intent by developing student knowledge, skills and the attributes they need to keep themselves healthy and safe to prepare them for life and work in modern Britain.

The overarching intent of our curriculum for Personal Development is to:

- Develop and foster a love of learning for the subject
- To encourage students to embrace the challenges of creating a happy and successful adult life.
- To equip students with the knowledge that will enable them to make informed decisions about their wellbeing, health, relationships, progression and to build their self-efficacy.
- Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. This subject will support students to develop resilience, to know how and when to ask for help and to know where to access support.
- To support students for the opportunities, responsibilities and experiences of adult life.
- Equip students with the knowledge to become economically responsible citizens who contribute to the local community
- Encourage students to be enquiring and develop independent research skills
- Challenge students to strive for success and achievement
- Develop confidence and a 'can do' attitude to learning
- Provide a caring and supportive environment in which students learn and achieve their potential

The Personal Development department has defined some core first order concepts that we feel are essential to the development of knowledge and understanding. These are

- Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Relationships (including different types and in different settings)
- A healthy (physically, intellectually, emotionally and socially) balanced lifestyle
- Diversity and equality (in all its forms)
- Rights and responsibilities (including fairness and justice)
- Consent (in different contexts)
- Resilience (the skills and strategies we can draw on when faced with challenging circumstances)
- Careers and progression (including enterprise, employability and economic understanding)

8. THE IMPLEMENTATION OF THE PERSONAL DEVELOPMENT CURRICULUM

We teach Personal Development via several different methods, including the tutor program, curriculum time in years 7,8 & 9, off timetable activities and cross curricula activities. Our program offers a holistic learning journey spanning the students school career, with a progressive, spiral curriculum that addresses real needs in a rapidly changing world, tailored to feedback from students, staff and parents. This program will use a mindful approach to Personal Development, bringing together Personal, Social, Health Education, emotional literacy, social skills, mental health, resilience development and the skills required to make appropriate progression. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

9. THE IMPACT OF THE PERSONAL DEVELOPMENT CURRICULUM

The impact of the curriculum will be seen on a regular basis in the knowledge students express in discussion and written work of various types during lessons, tutor, off timetable events and as homework.

Over time, assessment information will indicate that students have a secure grasp of the intended knowledge as well as prior learning.

10. WORKING WITH THE WIDER COMMUNITY:

Delivery of Relationship and Sex Education is not the sole responsibility of schools. Ferryhill School occasionally use the services provided by a range of people in the wider community including health professionals, social workers, youth workers, peer educators and visitors. People entering the school to help deliver Relationship and Sex Education will be made aware of the policy and abide by it. A partner working agreement will be agreed and signed to ensure RSE content and delivery fits the ethos, values and needs of Ferryhill School students.

11. HEALTH PROFESSIONALS:

Health professionals have much to offer:

- They can tell students about health services that are available to them in the area and help them to develop the confidence and skills to make good use of them.
- They can give students confidential support and advice, perhaps through services such as drop-in sessions.
- They can provide specific up-to-date knowledge about sexual health and well-being and contraception.
- When they are in their professional role, such as school nurse in a consultation with an individual student, they will follow their own professional code of conduct.

12. INCLUSION

- **Ethnic and Cultural Groups**
We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.
- **Students with Special Needs**
We will ensure that all young people receive Relationship and Sex Education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.
- **Gender, Identity, Sexual Orientation and Gender identity.**
We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate question and offer support. Young people, whatever their developing sexuality need to feel that Relationship and Sex Education is relevant to them.
- **Young people, whatever their developing sexuality and identity who attend Ferryhill School will experience Relationships and sex education that is relevant to them.**

13. RIGHT OF WITHDRAWAL OF STUDENTS FROM RELATIONSHIP AND SEX EDUCATION:

- Parents do not have the right to withdraw pupils from relationships education.
- Parents have the right to withdraw their child from some aspects of sex education. This does not include what is taught as part of the science curriculum.
- Parents are requested to discuss this requirement as soon as possible
- Parents are welcome to review any RSE resources the school uses, through a pre-arranged meeting with the RSE Lead
- Before granting a request to withdraw a child, the Headteacher or RSE Lead should discuss the value and importance of RSE with the parent/s / guardian concerned.
- A child can request sex education without their parent's consent from three terms before their 16th birthday.
- Parents who withdraw their children from Sex Education will be given a standard pack of information from the school and alternative arrangements will be made for those students.

14. CONFIDENTIALITY POLICY:

- Teachers have a responsibility to ensure the safety and welfare of their students. They are in a particular position of trust.
- Teachers should be aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue.
- Students should be discouraged from revealing any personal information that may incriminate themselves or others, or those they wish to remain confidential.

This will be made explicit through a class agreement at the beginning and reiterated throughout each block of RSE.

- Students should be made aware of ways to ask for help, the support available, the school's confidentiality policy and what may happen should information be disclosed.
- If a question arises which raises concern that the student may be at risk, the teacher should follow the school's child protection policy.
- In a case where a teacher learns from an under 16-year-old that they are having, or contemplating engaging in sexual activity the school is in a position to take steps to ensure that: -
 - Wherever possible, the young person is encouraged to talk to their parent/carer.
 - Any child protection issues are addressed.
 - That the student has been adequately counselled and informed about contraception, including precise information about where young people can access contraception and advice services.
- In matters where teachers are considering invoking child protection procedures, the child protection officer in school should always be consulted, through the CPOMS system.

15. MONITORING AND EVALUATION OF SEX AND RELATIONSHIP EDUCATION:

- It is the responsibility of the Head of School to oversee and organise the monitoring and evaluation of RSE, in the context of the overall school plans for monitoring the quality of teaching and learning.
- The Head of School is also responsible for overseeing, reviewing and organising the revision of the Relationship and Sex Education Policy.
- Monitoring of this policy will be carried out by the school governors with guidance by the member of staff responsible for Relationships and Sex Education.
- Student and parent/carer voice will be collated to influence content, monitoring and future delivery of the provision.

