



FARNEY CLOSE SCHOOL

Relationship and Sex Education Policy

Date Published	July 2018
Review Due	July 2019

1. POLICY, PRACTICE AND PROCEDURE

Relationship and Sex Education at Farney Close School places an emphasis on encouraging an understanding of healthy relationships; the importance of stable, loving relationships and respect, love and care. The ability to make informed decisions and choices is a key strand of positive personal development for all our pupils, as well as a key part of keeping themselves safe.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). This policy is written in accordance with the DfE Guidance on Sex and Relationship Education, July 2000:

Primary Relationship Education:

SRE is not compulsory in primary schools. However, primary schools are required to teach the elements of sex education contained in the science curriculum.

If primary schools do teach SRE, they must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Secondary Relationship Sex and Education:

Under [section 3.6 of the National Curriculum](#), RSE is compulsory from year 7 onwards.

RSE at Farney Close School also considers the broad needs of our pupils. There are a high proportion of students with a history of significant family breakdown, some that have witnessed and/or suffered from domestic violence, some with a history of abuse as well as a high proportion of pupils with a diagnosis of ADHD or on the Autistic Spectrum. Therefore, all staff involved in the delivery of RSE must be sensitive to the students' experiences and emotions.

Policy Review

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education (Primary) and Relationships and Sex Education (RSE) (secondary) compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. It is expected that it will become mandatory for Secondary Schools to teach RSE and PSHE [from September 2019](#). At Farney, PSHE is taught to all year groups, following the National Curriculum. [This policy will be reviewed once new guidelines are published](#) and approved by the governors.

2. AIMS OF RELATIONSHIP AND SEX EDUCATION

Relationship and Sex Education (RSE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the

self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others.

Clear, relevant and inclusive RSE plays a crucial part in safeguarding children and young people, especially those with special educational needs and disabilities who are more vulnerable to abuse and exploitation. It also complements and underscores other key strands of delivery, including e-safety, anti-bullying and equality and diversity.

RSE has three main elements:

Attitudes and Values

- Understanding of the nature and value of stable, loving and mutually respectful relationships.
- Respect for self and others.
- Exploration of moral dilemmas.
- Development of critical thinking.

Personal and Social Skills

- Self-confidence, self-esteem and empathy.
- Managing emotions and relationships confidently and sensitively.
- Skills of choice to manage responsibility.

Knowledge and understanding

- Emotions and relationships.
- Physical development.
- Sexuality, reproduction, sexual health.
- Information on local and national contraception and sexual health services.
- Reasons for delaying sexual activity.
- The avoidance of unplanned pregnancy.
- Keeping physically and emotionally safe.
- Information on the law in relation to sexual health and legal rights

3. PROVISION OF SEX EDUCATION

Farney Close School provides a setting in which pupils can be offered appropriate teaching and guidance about Relationships and Sex Education throughout the 24 hour curriculum. The purpose of RSE is to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships.

Relationships and Sex Education is taught across all year groups as part of the discrete curriculum of PSHE and the Science curriculum. It is inclusive of all pupils to ensure that they:

- Receive accurate, clear, comprehensive and up to date relationships and sex education that is LGBTQ inclusive.

- Are prepared for the opportunities, responsibilities and experiences of life.
- Develop positive attitudes to sexuality.

Health professionals may be involved in the delivery of some aspects of the SRE curriculum, particularly more targeted programmes to individuals where a need has been identified.

The programme is designed to support and complement the role of parents and carers who have the prime responsibility in this sensitive area.

4. SUMMARY OF PROGRAMME CONTENT

The main aims of the Relationships and Sex Education programme are to give young people the knowledge and understanding to build healthy, enjoyable and loving relationships as they move into adulthood. 'Relationships' should be understood to include friendships, family relationships, relationships in the wider world e.g. work colleagues/strangers, and for secondary school pupils, intimate relationships. Pupils are encouraged to recognise the responsibilities of parenthood and to respect themselves and others. Pupils are educated in the importance of behaving responsibly and respectfully in sexual matters, particularly with regard to the importance and understanding of consent.

Moral and ethical issues are presented and discussed in order to grow pupils' understanding around issues such as staying safe in the digital age, defining and respecting personal boundaries, recognising unhealthy relationships etc. The programme looks at the biology of sexual maturation, focusing on the physical and emotional changes associated with puberty as well as the related issues of personal hygiene.

Pupils receive information about sexually transmitted infections including HIV and AIDS and the importance of practising safe sex. Pupils receive information about contraception and its importance in guarding against unwanted pregnancy and sexually transmitted infections. The programme covers the legal implications of sexual behaviour. Pupils are made aware of people and places they can go to for appropriate help or advice.

5. TEACHING STRATEGIES

It is good practice to set out ground rules to help create a safe environment in which pupils do not feel anxious or embarrassed by ensuring the following:

- a) teachers/health professionals will not have to answer personal questions
- b) no pupil will be forced to take part in a discussion
- c) pupils will be encouraged to use the anatomical name for body parts
- d) the meaning of words will be explained in a factual way

Farney Close School has a commitment to ensure that the programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Some pupils, for a variety of reasons, may benefit from 1:1 and small group RSE sessions. It may be appropriate to include occasions when single sex groups

have an opportunity to explore issues which may be particularly sensitive. This work may be done by the teaching teams or in some instances by other teams e.g. the Care team, or the LAC Officer.

Teachers will use distancing techniques which involve de-personalising discussion and using role play to 'act out' situations.

Teachers will be given training on how to respond to difficult questions. If a question asked that is too personal or too explicit then the teacher should: -

- a) acknowledge the question and arrange to speak to the pupil later in a more appropriate setting

and/or

- b) in consultation with a member of the SLT, or Designated Safeguarding Lead.

Teaching methods employed within Sex Education are as significant as the content of the programme. The strategies employed should enable pupils to practice the skills of negotiation, decision making, assertion, research, problem solving and collaboration. Pupils should be given a range of opportunities to explore and develop their own attitudes and values, including exploring their own and others prejudices, engaging in discussion, preparing presentations, challenging stereotypes and considering evidence.

It is important that the teacher promotes an atmosphere in which pupils can: -

- a) feel comfortable and trusted
- b) feel able to contribute
- c) use language as a tool for exploration
- d) feel supported
- e) support each other
- f) express their feelings.

Pupils should be encouraged to work in an active way, through methods such as: -

- a) role play and theatre workshops
- b) debating
- c) discussion
- d) projects
- e) displays
- g) case studies
- h) TV, films, documentaries and Health Education publications
- i) visitors and visits

6. Parental Permission

1. All parents will have a copy of the Relationship and Sex Education Policy, it is also available on the school website.
2. Parents and carers have the right to withdraw pupils from all or part of the Relationships and Sex Education programme that is not included in the Programme of Study for the Science National Curriculum. Any parent or carer wishing to withdraw a child from the programme should write to the Head Teacher informing them of their decision.

7. Child Protection and Confidentiality

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of potentially sensitive issues. Pupils should also be informed that teachers cannot offer or guarantee pupils unconditional confidentiality.

If a pupil were to make any form of disclosure, staff must ensure that it is treated and reported in line with the safeguarding policy and procedures, and inform the Designated Safeguarding Lead.

8. Specific Issues when teaching Relationship and Sex Education

Teachers are in a position of trust and are expected to work within the agreed parameters of this document.

1. Teachers must be aware of the school Child Protection Policy as the teaching of RSE may raise the sensitive issue of child abuse. Joint guidance by the DfES *Working Together to Safeguard Children* (pub. March 2010) sets out how all agencies should work together to promote children's welfare and protect them from abuse and neglect.
2. The teaching of contraception is an essential part of the Government's strategy to reduce teenage pregnancy. RSE staff should give pupils information about different types of contraception and should give additional information about where they can obtain confidential advice and counselling, on an individual basis. On a young person's request, contraception is available through the school via the Family and Sexual Health Clinic.
3. A key task for schools is to reduce/delay sexual activity and to reduce the incidence of teenage pregnancy through the teaching of RSE. National and local statistics should be used as the basis for discussion. In discussing the moral issues, the religious convictions of pupils and their parents should be respected.
4. STIs including HIV and AIDs – the teaching about safer sex is one of the Government's strategies for reducing the incidence of STI's including

HIV/AIDs. It is vital to give pupils appropriate information and knowledge about STIs and HIV/AIDs. As well as information pupils need to develop the skills to enable them to make sensible choices. This will link to peer pressure and other risk-taking behaviour such as drugs and alcohol (see Safeguarding Policy).

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