



# Fairfield High School Relationship and Sex Education (RSE) Policy

This policy is regularly reviewed to ensure compliance with current regulations

Approved/reviewed by	
Nick Lewis (Principal) and Kieran Kelly (Chair of Governors)	
Accepted by Full Governing Body	
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## Introduction & Rationale

Relationship and Sex Education is part of a lifelong 'learning' journey which embeds physical, moral, and emotional development through a diverse and enriched curriculum. We firmly believe that a caring and developmental SRE programme is about more than just biology and the fundamentals of reproduction. Young people need assurances that their body image, their behaviour, feelings, and relationships are respected, appreciated and valued. They also acquire the knowledge and skills needed to develop as human beings whilst remaining appropriate and in line with their level of maturity and developmental needs. Our programme considers all aspects of their developmental needs both emotionally and physically.

At Fairfield, one of our main aims is to develop positive self-esteem for our young people. We have a programme that supports our learners to be resilient thus empowering them to make confident decisions whilst adapting to the changes and challenges that come with personal growth. The programme focuses on the acquisition of knowledge and the development of skills, attitudes, and behavioural patterns which in turn leads to a better understanding of one's own identity, sexuality and the awareness of how others perceive or define themselves.

In planning and presenting our SRE programme we have ensured all students can express themselves within a trusted and safe environment. They can articulate their thoughts, doubts, and anxieties without fear of reprisal. They can make responsible decisions, communicate effectively, and develop healthy and appropriate lifelong relationships.

Our ethos is to encourage the values and feelings of our students to be discussed and shared throughout their five years at Fairfield. We aim to ensure our young people develop a responsible attitude towards relationships, diversity, and tolerance through the taught education programme that resides within the schools Personal, Social, Health and Economic education (PSHE). Sex education will always remain in the context of our students' wider moral, spiritual, social, and cultural development.

Our far-reaching curriculum ensures students are well informed and educated to make sensible and considered choices. We present a range of relevant facts in an objective and balanced way; allowing for many views to be discussed within a framework that recognises cultural and social differences. It encompasses many aspects of individual and family relationships. At Fairfield we aim to ensure our students are safe, confident, and happy individuals.

### **Under the Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:**

- Promotes the spiritual, moral, cultural, mental, and physical development of students at the school and of society, and
- Prepares students at the school for the opportunities, responsibilities, and experiences of later life

All maintained secondary schools **must** provide relationship and sex education (including education about sexually transmitted infections, and child protection issues such as female genital mutilation (FGM) and child sexual exploitation) and **must** teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning & Skills Act (2000)
- Education and Inspection Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> Century (2014)
- Children and Social Work Act (2017)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

## **Aims**

Fairfield High School values every individual equally and this can be reflected through our new school aims: "We ARE Fairfield".

'A' representing, Aspirational – for every individual. We aim to empower our students to be passionate about their learning and proud of their achievement.

'R' representing, Responsible Global Citizens. We aim to nurture our students to be safe and respectful; to be supportive and understanding of people's differences; to care for themselves and others around them.

'E' representing, Enterprising, Creative, Innovative. As a school, we encourage our students to think in original ways to achieve new and valuable results; to be ambitious and determined to be the best they can be.

RSE is an integral part of our PSHE curriculum and promotion of the school's ethos. The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place without embarrassment
- To enable pupils to be aware of personal, psychological, emotional and physical changes in themselves and others.
- Help pupils develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To enable pupils to develop knowledge, communication skills and understanding, in order to facilitate personal decision-making.
- To enable pupils to understand the impact of external factors, such as the media, internet, peer groups and remain independent decision-makers.
- To enable pupils to develop the ability to form positive, non-exploitative relationships
- To enable pupils to understand the process of human reproduction.
- To stress the value of family life, relationships, and proper care for all young life • To enable pupils to know what is and is not legal in matters relating to sexual activity.
- To counteract misunderstandings and dispel myths, by ensuring that students are given as much factual information as possible, relevant to their age group
- To inform pupils of where they can go for further information and advice.

## Statutory Requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Fairfield High School we teach RSE as set out in this policy.

## Policy Development

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

1. Review of all relevant information including relevant national and local guidance
2. Staff consultation
3. Stakeholder consultation including parents and students
4. Should further amendments be required a similar process will be followed

## Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity, and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

**RSE is not about the promotion of sexual activity.**

## Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils, and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Our key content to be delivered is outlined below:

- Knowledge and understanding about male and female puberty, menstruation, the physiology of sex, contraception, miscarriage, pregnancy, sexual health, fertility treatment, HIV/AIDS and sexually transmitted infections/diseases
- Exploration of understanding of a variety of personal relationships from friendship to intimacy
- The nature and importance of marriage for family life and bringing up children. This includes the recognition that there are strong and mutually supportive relationships outside marriage. Students should learn the significance of marriage and stable relationships as key building blocks of community and society, the roles and responsibilities of parents and the characteristics of successful parenting. There should be no stigmatism of students based on their home circumstances
- Exploration of issues around bullying, including homophobic bullying

- Exploration of moral values, family values, religious values, gender roles and stereotyping
- To understand difference whilst respecting themselves and others in preventing and removing prejudice
- To provide an opportunity for students to examine their own and others' attitudes to sexual activity and related issues
- To learn to understand human sexuality, the reasons for delaying sexual activity and the resultant benefits, and learn about obtaining appropriate advice on sexual health
- To promote an awareness of the pressure on young people to behave in certain ways and to help improve assertiveness and the confidence to cope with many different and conflicting pressures
- To promote increased awareness of the challenges which the online world and social media place on young people and to promote safe behaviour online
- To promote awareness of how to obtain further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- To further develop personal skills and qualities; - i.e. listening, questioning, communicating, standpoint-taking, valuing the opinions of others, empathy, etc.
- To contribute to the promotion of spiritual, moral, cultural, mental and physical development of students at school and in preparation for the opportunities, experiences and responsibilities of adult life
- Being alert to signs that young girls may be at risk of FGM. School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM

**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, LGBT 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).**

### **Delivery of RSE**

The RSE programme at Fairfield High School is an integral part of our whole school PSHE focus firmly embedded in to the curriculum. From the academic year 2020:

- All KS3 PSHE lessons will be delivered by specialised trained staff and students will receive 3 hours per fortnight of PSHE content, with a term being spent focusing on RSE; and therefore delivery of RSE will be delivered by specialised trained staff.

- KS4 (Year10) PSHE lessons will be delivered by specialised trained staff and students will receive 1 hour per fortnight of PSHE content, with a key focus being RSE; (Year 11) PSHE will be delivered by their tutors for the academic year 2020-21 and then from 2021 onwards it will be delivered by specialised trained staff and students will receive 1 hour per fortnight of PSHE content, with a key focus being RSE.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Where appropriate the school will make use of external agencies when planning and delivering RSE. The rationale behind the involvement of these external agencies is that they can give our students' access to a wealth of experience and expertise, new resources, and different approaches to learning. Teaching resources will be based on approved materials. There will be regard to the age and cultural background of students as well as vulnerable students and students with special educational needs and/or disability. There will be ongoing training provision for staff from the PSHE network.

## **Roles and Responsibilities**

### **7.1 The Governing board**

The governing board will approve the RSE policy and hold the Principal to account for its implementation.

### **7.2 The Principal**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (See page 9).

### **7.3 Staff**

Director of Faculty along their 2<sup>nd</sup> in department are responsible for the overall planning of the programme, some assistance in the planning might come from another specialised trained staff member.

All teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the nonscience components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## Safe and Effective Practice

- In line with our schools aims, all teachers responsible for delivering aspects of the RSE curriculum will foster learning by creating a healthy, safe and secure environment in which students feel comfortable
- Teachers and students should negotiate and agree ground rules, e.g. about acceptable behaviour and appropriate language to be used in lessons
- It will be made clear to students from the outset that there may be limitations on confidentiality in certain sensitive areas, e.g. child abuse
- Statements by teachers on sensitive issues such as abortion, contraception, drugs, same sex relationships, etc. will be purely factual and objective. Subjective, personal comments such as - "In my opinion...", "I think.....", "If I were you....." are inappropriate for teachers to use when dealing with sensitive issues (Do's and Don'ts will be made clear prior to the content being delivered). Training will be delivered to staff who are leading on these key areas of the curriculum
- Teachers dealing with sensitive issues will only use materials approved by the LA and/or the PSHE association. Members of staff will approach any situation with students who ask for individual advice sensitively and professionally (N.B. These guidelines apply to students asking for individual advice about all sensitive issues e.g. not just about sexual or relationship matters, but also substance abuse, bereavement, illness, etc.)
- Teachers should encourage students to discuss their concerns and/or seek advice from their parents and, if appropriate, relevant medical professionals such as a GP or the school nurse (if available)
- Teachers may refer students to the DSL, DDSL or their progress leader, the welfare team, the school nurse (if available) and counsellors for further support
- Confidentiality should not be promised. If a teacher feels concerned about the raising of a sensitive issue, they should seek the advice of a senior colleague of the child protection team or the DSL/DDSL
- Teachers will remind students to speak to parents/carers and/or family where they have concerns or questions. Alternatively, teachers will advise them where to seek confidential advice and treatment - e.g. from a G.P., family planning or young peoples' advisory clinic. It is important to distinguish between, on the one hand, the school's function of providing education generally about sex and relationships education, and, on the other, counselling and advice to individual students on these issues, particularly if this relates to students' own sexual and relationships behaviour

- Care must be exercised in relation to contraception advice to students under 16 years, for whom sexual intercourse is unlawful. The general rule must be that giving an individual student advice on such matters would be an inappropriate exercise of a teacher's professional responsibilities. Teachers are not health professionals and it is unlawful for a member of staff to do so
- There will be occasions when teachers and other professionals giving relationships and sex education have to exercise their discretion and judgement about how to deal with particularly explicit issues raised by an individual student. It is unlikely to be appropriate to deal with such issues with the whole class. Where there is a risk that a teacher may be compromised in these circumstances, it would be wiser for them to be accompanied by a member of the SLT team or DSL/DDSL.

### **Safeguarding Procedures**

- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, has the potential to lead to a disclosure of a child protection issue
- Any suspicions or disclosure about child abuse (sexual, emotional or physical) must, without exception, be referred immediately to the DSL or the DDSL
- Any disclosures made about students' involvement in risky or illegal behaviour must also be shared with the DSL/DDSL. This includes, but is not limited to, disclosures about involvement in sexual activity for those under the age of 16, or disclosure of alcohol or drug use
- Visitors/external agencies which support the delivery of RSE will be made aware of our safeguarding procedures.

### **Parents & Carers**

- The prime responsibility for bringing up children rests with parents and carers. Parents and carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings
- The RSE offered by the school will support the role of parents and carers considering parental views about content and presentation.
- Copies of this Relationships & Sex Education Policy will be shared with parents via the school website

Parents **do not** have the right to withdraw their children from lessons linked to Relationship Education. However, parents do have the right to withdraw their children from any content linked to sex education if these are non-science components or content and if it is not delivered in the RE Curriculum. The right to withdraw ends, 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 will arrange

this. An overview of which lessons you child can be withdrawn from are highlighted in red text and can be found in Appendix 1.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

### **Monitoring Arrangements**

The delivery of RSE is monitored and overseen by the Director of Faculty using a thorough and robust monitoring policy which includes student voice, book scrutinies and learning walks.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE Lead and Senior Leadership team every two years and at every review, the policy will be approved by the local governing board.

## Appendix 1 - RSE Programme Overview

### Key Stage 3 Programme

Year 7			
Focus of the session	Key Themes: issues included	Relationship or Sex Education	Taught in Sci/RE Curriculum
Relationships – Friendships	Importance of ground rules, it is OK not to know anything, self-esteem, healthy & positive relationships, equality, respect, peer pressure, consent	Relationship	
Factors that can affect relationships	Different types of relationships, inclusivity, trust, honesty, communication, respect, equality	Relationship	
Reproductive Organs	Puberty, reproduction, developing sexuality, relationships, confidentiality/safeguarding	Sex	Science
Puberty	Puberty, reproduction, self-esteem, body image, communication, respecting differences, hormones	Sex	Science
Periods	Menstrual Cycle, Menopause, accessing health services, body image, self-esteem, confidence	Sex	Science
Emotions	Puberty, body image, respect, communications, self-esteem, peer pressure	Relationship	
Gender	Developing sexuality, equality, respect, stereotypes, diverse identities, self-image, homophobia, transphobia, bullying, abuse, issue surrounding 'coming out'	Relationship	

Year 8			
Focus of the session	Key Themes: issues included	Relationship or Sex Education	Taught in Sci/RE Curriculum
Sex & The Law	Importance of ground rules, it is OK not to know anything, the law, developing sexuality, intimacy in relationships, confidentiality, safeguarding	Relationship	

Sexting	Internet and phone safety, sexualised behaviour, sexual attraction, pressure, safeguarding, grooming, the law, sexual bullying	Sex	
Body Confidence/image	Puberty, developing sexuality, self-esteem, confidence, media, pressure, issue surrounding coming out	Relationship	
FGM	Sexual oppression, specific oppression practices	Sex	Science
Healthy Vs Unhealthy Relationships	Equality, Respect, Trust, Communication, positive relationships, power, abusive, LGBTQ relationships	Relationships	

Year 9			
Focus of the session	Key Themes: issues included	Relationship or Sex Education	Taught in Sci/RE Curriculum
Sexual Consent	Readiness for sex, pressure, communication, trust, honesty, equality, the law, the right to say NO, sexual attraction, consent in LGBTQ relationships	Sex	
Contraception	Importance of ground rules, it is OK not to know anything, types of contraception, effectiveness, accessing local services, contraception for LGBTQ communities	Sex	Science RE
STIs	Transmission, consequences, prevention, treatment services, sexual myths and stereotypes, AID/HIV	Sex	Science
Commitment – Stable relationships	Healthy positive relationships, trust, honesty, respect, equality, consent, communication	Relationships	

#### Key Stage 4 Programme

Year 10			
Focus of the session	Key Themes: issues included	Relationship or Sex Education	Taught in Sci/RE Curriculum
The risks, options, and decision around pregnancy	Unintended pregnancy, effects of alcohol, pregnancy, decision making, becoming a parent, abortion, adoption, accessing services	Relationships	

Relationship pressures and risk for older teenagers: decision making	Impact of pornography, sexual expectations, myths, readiness for sex	Sex	
Unhealthy relationships	Abuse, domestic violence, relationship breakdowns, different relationships, family, sexual exploitation, harassment, coercion, assault, rape	Relationship	
Sexual Health	Testicular and breast examination, accessing services, communication, responsibility	Sex	
Sexuality	Sexual diversity, gender, equality, respecting difference, stereotypes, religion, culture, sexual orientation, issues surrounding 'coming out'	Relationships	

Year 11			
Focus of the session	Key Themes: issues included	Relationship or Sex Education	Taught in Sci/RE Curriculum
Skills for relationships	Different types of relationships, different aspect of relationships, interaction of thought, feelings and behaviour, acceptable and unacceptable behaviours, personal values	Relationships	
Who Am I	Identity, self-image, influences, religion, culture, gender identity, sexual orientation	Relationships	
Sexual oppression	Marriage and forced marriage, 'honour' crimes	Sex	

**Appendix 2: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

Parent signature	
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**TO BE COMPLETED BY THE SCHOOL**

Agreed actions from discussion with parents	
Signed	