



# Relationships and Sex Education Policy

## Firwood High School

Last reviewed on: Revised February 2023

Next review due by: January 2024

## **Contents**

1. Aims
2. Statutory Requirements
3. Policy Development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and Responsibilities
8. Parent's right to Withdraw
9. Training
10. Monitoring Arrangements

## **Appendices**

Appendix 1 - Curriculum Map

Appendix 2 - Parent's right to withdraw from Sex education Form

---

## **1. Aims**

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and for adult life, giving them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- To have positive role models in school, demonstrating how to treat each other with respect and how to foster positive relationships.
- Promotes the spiritual, moral, cultural, mental and physical development of students at our school and of society.
- Prepares students for the opportunities, responsibilities and experiences of later life.

## **2. Statutory Requirements**

As a secondary school with a post 16 provision and as part of Woodbridge Academy Trust, we must provide RSE to all students 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 Firwood High School we teach RSE as set out in this policy.

## **3. Policy Development**

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

1. Review – The teacher with responsibility for RSE has pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties have had this policy shared with them in order for them to contribute to the policy creation.
4. Pupil consultation – we have involved students in ascertaining what they want from their RSE.
5. Ratification – any amendments that are made, the policy will be shared with Trustees and ratified accordingly.

#### **4. Definition**

RSE is about the emotional, social and cultural development of students, 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.

#### **5. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary responding to the needs of the students and or new initiatives / directives.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

#### **6. Delivery of RSE**

RSE is taught within the Independence curriculum – this encompasses subjects such as personal, social, health and economic (PSHE) education. Biological aspects of RSE are taught within the Discovery curriculum, and other aspects are included in religious education, which is taught under our 'Independence' curriculum (RE). The majority of areas of the RSE Curriculum will be taught by class teachers. Some areas will be taught beyond the lesson and will feed into everyday life at Firwood High School. 6<sup>th</sup> Form teachers will teach the curriculum within their existing subject areas and will embed the learning across the school day. Across each Key Stage students are grouped into pathways, which will ensure delivery is tailored appropriately to student need. Each student will receive five discreet sessions across the year.

The curriculum content supports the learning objectives set out in the schemes of work from the PSHE Programme of Study KS1-5 (2016). The schemes of work are

adapted and responsive for the needs of our young people to ensure that content and learning intentions are developmentally appropriate and achievable. We have used the EQUALS semi-formal curriculum, which has been specifically designed for students and adults with severe and profound learning difficulties.

Some students will receive stand-alone sex education sessions delivered by either a health professional or an education professional. The main learning will take place in five different sessions across the year, and will be appropriately delivered to our students.

At Firwood High School, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendix 1.

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: children looked after or young carers).

## **7. Roles and Responsibilities**

### **7.1 The Board of Trustees / School Advisory Committee:**

The Board of Trustees has delegated the approval of this policy to Firwood School Advisory Committee

### **7.2 The Head of School**

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from the non-statutory/non-science components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science 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 Head of School.

The named staff responsible for teaching RSE supported by health / other educational professionals are:

| Name of Staff                                     | Key Stage |
|---|-----------|
| Alice Whitehead – Class Teacher and Lead for PHSE | 3         |
| Jenny O'Neill – Assistant Head teacher            | 3         |

#### **7.4 Students**

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

### **8. Parents' Right to Withdraw**

Parents and carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until three terms before their child turns sixteen. After this point, if their child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.

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

Alternative work will be given to students who are withdrawn from sex education that will support their learning journey.

### **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring Arrangements**

The delivery of RSE is monitored by the Independence lead. Monitoring of the RSE curriculum will include but not exclusively by the following methods:

- Curriculum Content
- Evidence for Learning tags
- Timetabling
- Book Scrutinies
- Teaching & Learning 'drop ins'
- Professional discussions with class teams and students
- Feedback from parents / students / staff
- Reviews of the curriculum
- Reports to the school advisory committees where appropriate
- In line with all other additional and appropriate policies eg online safety / ICT curriculum / PHSEC / safeguarding policies / health and well-being strategies.

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

This policy will be:

Reviewed by lead for Independence & Firwood SLT

At every review, the policy will be approved by the trustee members of the Firwood School Advisory Committee

## Appendix 1: Curriculum map

### Relationships and Sex Education Curriculum Map

| <b>KS3</b> | Session 1<br>Families                     | Session 2<br>Relationships/Friendships     | Session 3<br>Online and Media              | Session 4<br>Being Safe   | Session 5<br>Sexual Relationships |
|------------|---|--|--|---------------------------|-----------------------------------|
| Group 1    | Different types of families               | Positive and negative touch                | Online Safety – being aware of the dangers | Private and public places | Different types of relationships  |
| Group 2    | My family and different types of families | Appropriate touch                          | Saying no / consent                        | Personal space            | Body Parts                        |
| Group 3    | My Family                                 | Touching items and appropriate exploration | Saying yes – what do we want to say yes to | My Room                   | Likes and dislikes                |

| <b>KS4</b> | Session 1<br>Families                        | Session 2<br>Relationships/Friendships | Session 3<br>Online and Media               | Session 4<br>Being Safe                         | Session 5<br>Sexual Relationships |
|------------|--|--|---|---|-----------------------------------|
| Group 1    | Families – how they bring love and happiness | People I like and don't like           | Online safety – things we can do to be safe | Socially acceptable behaviour in a public place | Dating                            |
| Group 2    | How families show love                       | What makes a good friend               | Saying yes / consent                        | Public places                                   | Compliments                       |
| Group 3    | My wider Family                              | Things I like about me                 | Saying no – what do we want to say no to    | Things that make me feel safe                   | Love – things I love              |

| <b>6<sup>th</sup> form</b> | Session 1<br>Families            | Session 2<br>Relationships/Friendships              | Session 3<br>Online and Media          | Session 4<br>Being Safe      | Session 5<br>Sexual Relationships          |
|----------------------------|----------------------------------|---|--|------------------------------|--|
| Group 1                    | Roles of parents within a family | Qualities we want in a partner/friend               | Safe use of social media               | Behaviour for private places | Friendships vs Relationships - differences |
| Group 2                    | Different family types           | Things we like in others                            | Different types of people we see on TV | Private places               | Being in love                              |
| Group 3                    | How families show love           | Feeling good about ourselves – skills and qualities | Mirror images of ourselves             | Favoured items               | Love – people we love                      |



## 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   |  |       |  |

| TO BE COMPLETED BY THE SCHOOL               |  |
|---|--|
| Agreed actions from discussion with parents |  |
|   |  |