

Faringdon Community College



Relationships and Sex Education (RSE) Policy

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CONTENTS

Section 1: Rationale and Ethos

Section 2: Statutory Requirements

Section 3: Roles and Responsibilities

Section 4: Curriculum Design

Section 5: Safeguarding

Section 6: Engaging Stakeholders

Section 7: Policy Review

Section 1: Rationale and Ethos

Today's children and young people are growing up in an increasingly multi-cultural and complex world and living their lives on and off line. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The objective of Relationship, Sex and Education (RSE) is to help and support young people through their physical, emotional, moral and online world development. Giving them the information to make informed life choices and allowing them to form and express their own opinions in an assertive, positive and sensitive manner without undue influence from their peers, media or society.

RSE is not taught in isolation at Faringdon Community College: it is part of the wider curriculum of Personal, Social, Health and Economic (PSHE) education. It forms a part of a cohesive curriculum designed to safeguard our young people as they move through the different stages of their lives and into adulthood.

We define RSE as lifelong learning about physical, moral and emotional development. 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. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual orientation or sexual activity.

RSE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of RSHE topics can help prepare students for the opportunities, responsibilities and experiences of adult life. The school is aware that, by secondary school age, some are likely to be living a substantial proportion of their life online. Where topics and issues are likely to be encountered by students online, we take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

The Aims:

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Teach students the correct vocabulary to describe themselves and their bodies
- Prepare students for puberty, and give 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

RSE is taught as part of a wider curriculum of Personal Development and the aims of the RSE curriculum sit alongside our school values of Kindness, Honesty and Respect.

Learning about relationships and sex should be:

- an integral part of the lifelong learning process, with agreed aspects beginning in early childhood and continuing throughout adult life;
- an entitlement for all genders;

- inclusive to those who are heterosexual or LGBT;
- inclusive of those with physical, learning or emotional difficulties; and those with a religious or faith tradition;
- for everyone, whatever their background, community or circumstance;
- provided within a holistic context of emotional and social development throughout the school community.

At Faringdon Community College, we are statutorily required to explore lifestyle choices our students may wish to make and, having made those choices, we are required to develop appropriate language, strategies and skills that they may need to stay healthy and safe.

The diversity of the needs in the school, coupled with any additional vulnerability of our students, mean the range of learning experiences should include:

- laying foundations of understanding about growth and change and respect for one another;
- preparation for the changes of puberty, including menstruation (the onset of which can be confusing or even alarming for girls if they are not prepared);
- body knowledge;
- understanding about sexual health, managing fertility and avoiding infection (as appropriate to the individual students).

Section 2: Statutory Requirements

As a secondary academy school, 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 Faringdon Community College, we teach RSE as set out in this policy.

Other publications which have informed the policy are listed below:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Relationships Education, Relationships and Sex Education (RSHE) and Health Education – July 2018
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between students)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC) development).
- SMSC requirements for independent schools (guidance for independent schools on how they should support students' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

Section 3: Roles and Responsibilities

The governing body will ensure:

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. They will review the policy every two years to ensure it is updated with any new developments;

The Headteacher will ensure that:

- the subject area is well led, effectively managed and well planned;
- all staff are informed of the policy and the responsibilities included within the policy;
- the subject is staffed and timetabled in a way to ensure the school fulfils its legal obligations;
- the teaching of RSE is monitored to ensure it is accessible to all students;
- the subject is taught consistently across the school;
- requests to withdraw students from non-statutory elements of RSE are managed.

The Personal Development Lead will ensure that:

- the curriculum is well planned and resourced, including ensuring that the curriculum is age-appropriate and of high-quality;
- the curriculum compliments, and builds upon, the content covered in National Curriculum subjects by working with colleagues in related curriculum areas;
- the subject is evaluated and monitored carefully across the school to ensure that the subject is being delivered consistently and to identify improvements and changes where necessary; additionally, provide reports to the SLT of the effectiveness of the delivery of the subject;
- colleagues delivering the programme have the relevant training and feel confident to deliver the programme fully, including helping to develop colleagues' expertise in the subject.
- there is continuity and progression between each year group;
- the school meets the statutory requirements in relation to RSE.

All staff will ensure that:

- ground rules are clearly addressed with any classes/groups before embarking on lessons of a sensitive nature so that both the staff and students can work together in a supportive atmosphere in which all members can speak with confidence and without fear of embarrassment, anxiety or breach of confidentiality;
- all points of view they may express during teaching RSE are unbiased;
- the teaching of RSE is delivered in ways that are accessible to all students with SEND;
- the emphasis of teaching RSE will always be the importance and understanding of personal relationships and the right of the individual to make informed choices;
- where appropriate, they direct students to seek advice and support from an appropriate agency or individual;
- where a student has embarked on a course of action likely to place them at risk, the member of staff will ensure that the student is aware of the implications of their behaviour. The member of staff should refer any potential concerns to the Designated Safeguarding Lead.
- any concerns they have regarding the delivery of this topic are discussed with the headteacher.

All students are expected:

- to engage fully in RSE;
- to treat others with respect and sensitivity when discussing issues related to RSE;
- to contribute their ideas through student voice – this will inform planning within the RSE curriculum.

Section 4: Curriculum Design

The Curriculum:

All students are entitled to a broad, balanced and relevant curriculum that meets their individual learning needs and promotes their spiritual, moral, cultural, mental and physical development.

The teaching of RSE enhances learning by offering a range of opportunities to improve students' knowledge and understanding of different types of relationships, their own emotions and the changes that they will experience as they grow up and become adults.

Using the curriculum mapping for RSE, we will teach a high quality integrated programme that responds to many of the key issues associated with puberty, adolescence and becoming an adult. This approach may require a closer examination of individual and group needs and could, at times, mean RSE is delivered to different groups of students in different ways.

An example of 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, students and staff, taking into account the age, needs and feelings of students. We keep in mind that material should be 'age and stage' appropriate.

If students 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 or from other inappropriate sources.

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 for a guide as to how it is mapped out across the year groups.

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:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum for Year 7 and 8 students, and in the Personal Development (PD) Days for Year 7-13. There are many other cross-curricular links, and we are committed to joined up learning across the different subject areas.

Many of the biological aspects of RSE are taught within the science curriculum and may be revisited in PSHE and on Personal Development (PD) Days. Students also receive stand-alone sex education sessions delivered by trained health professionals. Other cross-curricular links include, but are not limited to, Religious Education and ICT/Computing. RE addresses same-sex relationships; ICT/Computing curriculum raising awareness of the personal risks associated with the use of technology, including emotional and physical wellbeing, safety and the law.

The RSE Curriculum is taught by Faringdon Community College teachers. Those who deliver RSE will regularly update their knowledge and expertise incorporating the support of other professionals, including the school health nurse team, local sexual health services, and safeguarding professionals.

Following advice and guidance, the school will buy into any suitable recommended visiting projects that can help students with their Relationships and Sex Education, these may include outside speakers, theatre and role-play projects, as well as other providers.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

Monitoring and evaluation of RSE

Monitoring and evaluation activities used to ensure that the RSE programme is being implemented as planned, and to inform future planning, include:

- Learning walks
- Lesson observations
- Staff feedback opportunities
- Student voice

Ofsted is required to evaluate and report personal development, behaviour, and welfare, as well as spiritual, moral, social and cultural development (SMSC) of students. This may include evaluating and commenting on the school's relationship and sex education policy, curriculum, staff development and quality of provision.

Section 5: Safeguarding

The school recognises that at the heart of RSE, the focus is on keeping children safe, and acknowledges the significant role the school has in preventative education. In our school, we will allow children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children will be made aware of the processes to enable them to raise their concerns or make a report and how any report will be handled. This will also include processes when they have a concern about a peer or friend.

In line with the document Keeping Children Safe in Education (KCSIE), all staff are aware of what to do if a child tells them that they are being abused or neglected. Staff are also aware of the need to manage the requirement to maintain an appropriate level of confidentiality.

The school cannot offer unconditional confidentiality. In any case where safeguarding procedures are followed, the school will ensure that the young person understands that, if confidentiality has to be broken, they will be informed first. Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student.

When working with external agencies to deliver content, the school will ensure that any visitor is aware of aspects of confidentiality and understands how safeguarding reports should be dealt with in line with the school's Child Protection Policy.

If we have any reason to believe a student is at risk, we are required by law to refer the matter to the school's DSLs, (Designated Safeguarding Leads), who will take over the management of the process.

Section 6: Engaging Stakeholders

Student involvement

We will ensure equality of the RSE policy by being sensitive to the differing needs of students and by ensuring that the opportunity to evolve and adapt over time is built into the process, including listening to students and encouraging their voice.

Working with parents/carers

Faringdon Community College values the importance of collaboration between school and home. We are committed to working with parents/carers. Parents/carers are encouraged to discuss key issues and ongoing concerns with school staff at parents' evenings and other parental forums. We will notify parents when particular aspects of the RSE curriculum will be taught, helping prepare them for questions and conversations with their children.

We will communicate with parents/carers about their right to withdraw their children from RSE during the induction into the school. If parents/carers request removal from RSE lessons, the school will provide alternative support. Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all, or part, of the RSE curriculum and lessons, except for those parts included in the statutory curriculum (e.g. learning about the body in science). Parents can exercise this right by contacting the headteacher who will then advise them as to the next steps in this process.

Parents' right to withdraw:

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE 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. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the student's educational record. The headteacher, or another member of the senior leadership team, will discuss the request with parents and take appropriate action.

Section 7: Policy Review

The adopted policy is published on the school website.

Under the 1993 Education Act, all schools must provide and make available for inspection, an up-to-date policy describing the content and organisation of RSE outside the National Science Curriculum.

This school Governing Body is responsible for producing and maintaining a written up to date policy on RSE that meets the needs of students, staff and parents that is in line with the current Department for Education advice and guidance.

This Relationship, Sex and Health Education Policy was adopted by the Governing Body in April 2024 and will be reviewed every 2 years or sooner if necessary.

APPENDIX 1: Relationships and Sex Education – Example Content Mapper – KS3 & KS4

PERSONAL DEVELOPMENT DAY CONTENT – SPREAD ACROSS 4 DAYS				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Healthy Friendships • Bullying • Appropriate conduct • Diversity and Prejudice • Puberty • Body Boundaries 	<ul style="list-style-type: none"> • Stereotypes • Diversity and Equality • Online Presence • Peer Pressure • Discrimination • Body Image • Sexting 	<ul style="list-style-type: none"> • Friendship Challenges • Assertive Communication • Families and Fertility • Consensual Touching • Contraception • Harassment. 	<ul style="list-style-type: none"> • Sex and the Law • Toxic Masculinity • Sex and the Media • Online Relationships • The Impact of Pornography • No Sex, Sex and Sexuality 	<ul style="list-style-type: none"> • Sexual Health • Families • Relationship Challenges • Personal Safety • Personal Values • Fertility and parental responsibilities • Forced Marriage & FGM
PSHE LESSONS ADDRESSING RSE CONTENT				
<p>Being Me in My World:</p> <ol style="list-style-type: none"> 1. A Little About Me 2. My Influences 3. Peer pressure and Belonging 4. My Online Identity 5. My Values <p>Relationships:</p> <ol style="list-style-type: none"> 1. Healthy & Positive Relationships 2. Supportive Relationships 3. Handling Conflict 4. Being Assertive 	<p>Being Me in My World:</p> <ol style="list-style-type: none"> 1. A Little About Me 2. Who Am I? 3. Families – Part 1 4. Families – Part 2 5. Faith, Beliefs and Values <p>Relationships:</p> <ol style="list-style-type: none"> 1. My Relationship With Me 2. Managing Relationships 3. Controlling Relationships 4. Holding Boundaries <p>Changing Me:</p> <ol style="list-style-type: none"> 1. Reflecting & Introduction 2. How do I keep healthy? 3. What changes are happening? 4. What risks are there to me? 			