

Fairfield High School for Girls

Policy for Relationships and Sex Education (RSE)



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Person Responsible:	Deputy Headteacher, Subject Leader for Life Skills and Faculty Leader for Humanities	

Rationale and ethos

This policy covers Fairfield High School for Girl's approach to Relationships and Sex Education (SRE). It has been written in consultation with staff, parents/carers and pupils. It is to be used by teachers to guide planning, parents/carers to know when curriculum content is delivered and by external professionals to understand our procedures.

RSE supports the school's vision and values:

- Successful learners – aspirational, hard-working, inquisitive
- Confident individuals – happy, resilient, independent
- Responsible citizens – respectful, kind, inclusive

Life Skills education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol, online technology, relationships, community issues etc., to succeeding in their first job, Life Skills education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Aims

The overall aim of RSE is to give our pupils the information they need to develop healthy, nurturing relationships of all kinds (friendships, family, strangers) and not just intimate relationships.

FHS will teach RSE in the context of the wider curriculum, in an age appropriate, inclusive, supportive, and non-judgemental manner at all times.

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

- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- 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.

Pupils will recognise and know how to build healthy relationships, including valuing and respecting their own worth and that of others. Pupils will learn about commitment, boundaries, consent and how to manage conflict and recognise unhealthy relationships. RSE involves learning about relationships, sexual health, sexuality, abstinence, healthy lifestyles, diversity and personal identity.

Pupils learn about what makes a good friendship, a good colleague and a successful marriage and other types of committed relationships. The RSE curriculum also includes contraception, developing intimate relationships, resisting the pressure to have sex, as well as not applying the pressure, and teaching what is acceptable and not acceptable in relationships.

Our broad curriculum is designed to prepare our pupils for the modern world and as well as to keep them safe. It will educate pupils about abuse and the dangers of exploitation and provide them with the knowledge to nurture their own healthy and fulfilling relationships. It will help pupils look after their sexual health in light of sexually transmitted diseases and unwanted pregnancies.

Overview of statutory requirements

Section 34 of the Children and Social work Act 2017 makes RSE and Health Education compulsory in all secondary schools from September 2020. These legislative commitments mean that all young people, regardless of which school they attend receive the education required to support healthy and safe relationships.

In June 2019 the Department for Education published statutory guidance for RSE and Health Education.

FHS complies with the Equality Act 2010, which states that schools must promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect with those with protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity). Our curriculum and delivery is aware of the sensitivity of the backgrounds of individual pupils and will deliver learning in an inclusive and supportive way.

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.

We deliver the National Curriculum in Science and are guided by the Tameside Agreed Syllabus in Religious Education, and some RSE is delivered through these subjects.

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

Definition

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

RSE and Health Education is *not* ever about the promotion of sexual activity.

Curriculum

Age-appropriate teaching of the curriculum is key to keeping children and young people safe and healthy. It can provide pupils with the knowledge they need to make informed decisions and avoid exploitation.

The list below is the statutory RSE content, which the school delivers as part of the wider Life Skills (PSHE) programme:

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

The full list of statutory content can be found via this link:

[Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf) (please see pages 27 – 29)

[Understanding Relationships, Sex and Health Education - a guide for secondary school parents \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Understanding_Relationships_Sex_and_Health_Education_-_a_guide_for_secondary_school_parents.pdf)

National Curriculum: Science

Biological aspects of RSE are taught within Science; schools must teach the following prescribed content to all pupils:

Key Stage 3 covers

- Male and female reproductive systems, including the menstrual cycle (without details of hormones)

Key Stage 4 covers

- Sexually transmitted infections including HIV/AIDS and how such diseases may be reduced or prevented
- The roles of hormones in human reproduction, including the menstrual cycle
- The use of hormones in contraception
- Modern reproductive technologies to treat infertility
- Evaluating hormonal and non-hormonal methods of contraception

There is no right to withdraw from the sex education element of National Curriculum Science.

Delivery

RSE in Fairfield High School for Girls is taught within the Life Skills education curriculum. Biological aspects of SRE are taught within the Science curriculum, and other aspects are included in Religious Studies (as part of the GCSE course).

During Key Stage 3, pupils receive two hours of Life Skills teaching every fortnight, at both Key Stage 3 and 4 (with the exception of Year 9 where pupils receive one lesson every fortnight). The subject is delivered by a dedicated, small team of staff.

Pupils receive stand-alone sex education sessions delivered by a trained health professional (YouThink), to complement the teaching from the Life Skills team.

All schemes of learning are regularly reviewed and updated. The spiral curriculum design enables pupils to build on prior learning and so develop their own opinions and ideas of very complex and engaging topics. Pupils are encouraged to answer questions which they do, owing to the safe learning environment created by staff; this is vital for deepening understanding and ensuring pupils are fully informed. If a pupil asks a question that the member of staff feels is not appropriate to be answered in the classroom situation, provision will be made to respond to the question. This might be in consultation with the Subject Leader, Form Tutor, or Designated Safeguarding Lead (DSL).

These areas of learning of RSE 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, LGBTQ+ 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).

Meeting the needs of all our pupils

Life Skills lessons are planned so that they are accessible for all pupils, so that the most able and those with additional needs are suitably challenged and can have a sense of success in the subject. We are mindful of the Special Educational Needs and Disability (SEND) Code of Practice when planning learning.

Pupils' religions, beliefs, faith and cultural backgrounds will be considered in the planning of lessons. RSE is vital in providing pupils with the knowledge of healthy relationships. As a school, we are aware that some content may be challenging for the individual pupil to reconcile with the beliefs and teaching experienced at home. The school is mindful of this potential conflict and will seek to support pupils through the approach to content and delivery.

The new RSE statutory guidance includes teaching on LGBTQ+ content. Sexual orientation, gender identity and different types of relationships in the context of the law will be explored at a timely point and in a clear, sensitive manner. Staff are mindful that when teaching these topics, pupils may be discovering their own identity.

Some pupils may need support to recognise when relationships are unhealthy or abusive and may need strategies to support them or others. We are aware that there will be pupils who are experiencing or have experienced unhealthy or abusive relationships and school may be all the more important in providing stability and safety. Any disclosures will be followed up in line with the Policy for Child Protection and Safeguarding.

Assessment

There are the same expectations of the completion of high-quality work in Life Skills, as with all areas of the curriculum. Assessment tasks are completed during the calendared school assessment windows and outcomes provided in line with the reporting structure.

Safeguarding and confidentiality

If a pupil discloses or indicates that they are at risk, or if staff have concerns, they must follow the procedures explained in the Policy for Child Protection and Safeguarding and pass these on to the Designated Safeguarding Lead (DSL). Staff will not offer or guarantee confidentiality to any pupil.

Roles and Responsibilities

The Trust Board

The Trust Board will approve the RSE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher and Deputy Headteacher are responsible for:

- ensuring that RSE is taught consistently across the school;
- managing requests to withdraw pupils from the sex education element of RSE;
- resourcing, staffing and timetabling Life Skills so that the school fulfils its legal obligations.

The Subject Leader

The Subject Leader is responsible for:

- designing age-appropriate schemes of learning for all year groups;
- ensuring resources are updated as appropriate;
- completing quality assurance processes in line with school procedures and as on the school calendar;
- contributing to sourcing and delivering CPD to colleagues;
- keeping abreast of current guidance and best practice;
- ensuring RSE is accessible for all pupils.

Staff are responsible for:

- Delivering RSE in an inclusive, 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 non-statutory 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.

RSE is taught by a combination of Science and Life Skills teachers. Science teachers will teach RSE as part of the statutory Science curriculum. The Life Skills team will teach RSE as part of the spiral PSHE curriculum.

Pupils

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

Pupils are expected to apply themselves to tasks and complete assessments as required and respond sensitively to pupil voice activities.

Engaging with parents/carers

As a school we value any questions and feedback about our approach to delivering RSE. We will consult with parents/carers about policy development and subject content.

The following actions are now part of the school's approach to RSE following consultation with parents and carers:

- Parents/carers will be issued with an overview of the topics taught and when they will be delivered. This is to equip parents/carers with the knowledge of what learning is taking place so that they can parent/support their child in their understanding. Where possible, appropriate supporting website addresses will be provided.
- Whilst the school's approach will never promote sexual activity, abstinence will be explicitly taught as part of the spiral RSE curriculum.
- The school will be mindful of the faiths, belief systems and the religions to which our families belong and will respond with sensitivity to the potentially emerging conflict between the beliefs held by the individual pupil and the content explored.

Parent/Carer right to withdraw

There are likely to be a number of reasons why a parent/carer may choose to withdraw their child from RSE. A parent/carer has the right to withdraw their children from the non-statutory components of sex education within RSE up to and until three 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. It is hoped that prior to any decision being made, there will have been opportunities for meetings with the families concerned, to review and discuss the curriculum and teaching resources as well as chance for questions to be answered and concerns heard.

From September 2020, no parent/carer will be able to withdraw their child from any aspect of Relationships Education or Health Education, but a parent/carer can withdraw their child from some or all of the sex education (but not from the sex education that is part of the Science curriculum).

Requests for withdrawal should be put in writing using the form found in the Appendix 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/carers and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education. It is hoped that in this rare case, RSE work will be provided at home by the parent/carer who is free to use the resources provided by the school. A parent/carer's choice to exercise this right does not stop the child from using confidential services through school or elsewhere.

Occasionally, sex and relationship topics may arise incidentally in other subjects, in these instances it is not possible to withdraw pupils from these brief and often unplanned discussions.

Staff training

The Subject Leader for Life Skills has received training on Relationships and Sex Education which will be disseminated to relevant staff. The school will be supported in its delivery by professional agencies, such as Tameside's 'YouThink' service.

Monitoring Arrangements

The delivery of RSE is monitored by Mrs Woodhouse (Subject Leader for Life Skills) and Mrs Rasul (Faculty Leader for Humanities) through pupil voice and quality assurance activities. Other members of staff may also be involved in monitoring quality and implementation.

This policy will be reviewed by Mrs Woodhouse (Subject Leader for Life Skills) every two years. At every review, the policy will be approved by the Trust Board.

Links to other policies

This policy should be read in conjunction with:

- The Policy for Outstanding Conduct and Behaviour
- The Policy for the Curriculum and Assessment
- The Policy for Equality and the Equality Objectives

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children. • What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • Why marriage is an important relationship choice for many couples and why it must be freely entered into. • The characteristics and legal status of other types of long-term relationships. • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable. • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online. • The impact of viewing harmful content. • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online.
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex. • The facts about the full range of contraceptive choices, efficacy and options available. • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour. • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

Appendix 2: Parent/Carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of Parent/Carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with Parent/Carer			