

Fulford School

Relationships and Sex Education Policy



Last reviewed on: September 2023

Next review due by: September 2024

Responsible: Associate Headteacher, Pastoral

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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 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

The RSE curriculum will be taught using and developing our core values of honesty, empathy, ambition, respect, and tolerance

2. 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 Fulford School we teach RSE as set out in this policy.

This policy is to be read in conjunction with other school policies:

- SEND Policy
- Child Protection and Safeguarding Policy

3. 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 – a working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all RSE school staff were given the opportunity to be involved and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and make recommendations.
4. Pupil consultation – we investigated what pupils want from their RSE and the age appropriateness of different topics
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. 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.

5. 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, taking into account 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 don't seek answers online.

Decisions about the age appropriateness of topics were based upon an age specific curriculum approved by the PSHE Association. Guidance from a briefing by BASW (The Professional association for Social work and Social Workers) endorsed by Public Health England, RSE Hub, Sex Education Forum, and the Local Government association was also followed).

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

6. Delivery of RSE

RSE is taught within the personal development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Forced marriage, honour-based violence and FGM are taught as part of staying safe unit in RSE.

Methods of contraception are delivered by the Fulford School Nurse.

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 Appendices 1 and 2.

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).

Our RSE programmes recognise that young people will bring prior learning and real-life experiences to their learning. Our programmes respect and build on these, providing programmes that reflect both the universal and unique needs of our pupils. In this way, the programmes recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. In reading this, please also refer to the Fulford SEN policy.

As far as is appropriate, young people with special educational needs follow the same RSE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw young people with special educational needs from RSE to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory 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 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.

7.4 Pupils

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

7.5 Confidentiality

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in an inappropriate sexual relationship, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead (See also Child Protection and Safeguarding Policy.)

7.6 Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.

8. Parents' right to withdraw

RSE is part of all pupils' education and it is hoped that all will participate. Some parts of RSE are compulsory – these are part of the National Curriculum for Science. Parents have the right to withdraw their children from the non-statutory/non-science 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 using the form found in Appendix 3 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.

9. Training

Personal development staff are trained on the delivery of RSE, and additional training is available, when necessary,

The head teacher will also invite visitors from outside the school, such as, sexual health professionals, or we use our own school nurse to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE led by Richard Jones and monitored by Russell Harris, Deputy Headteacher, through a range of methods including, planning scrutinies, learning walks and pupil voice.

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

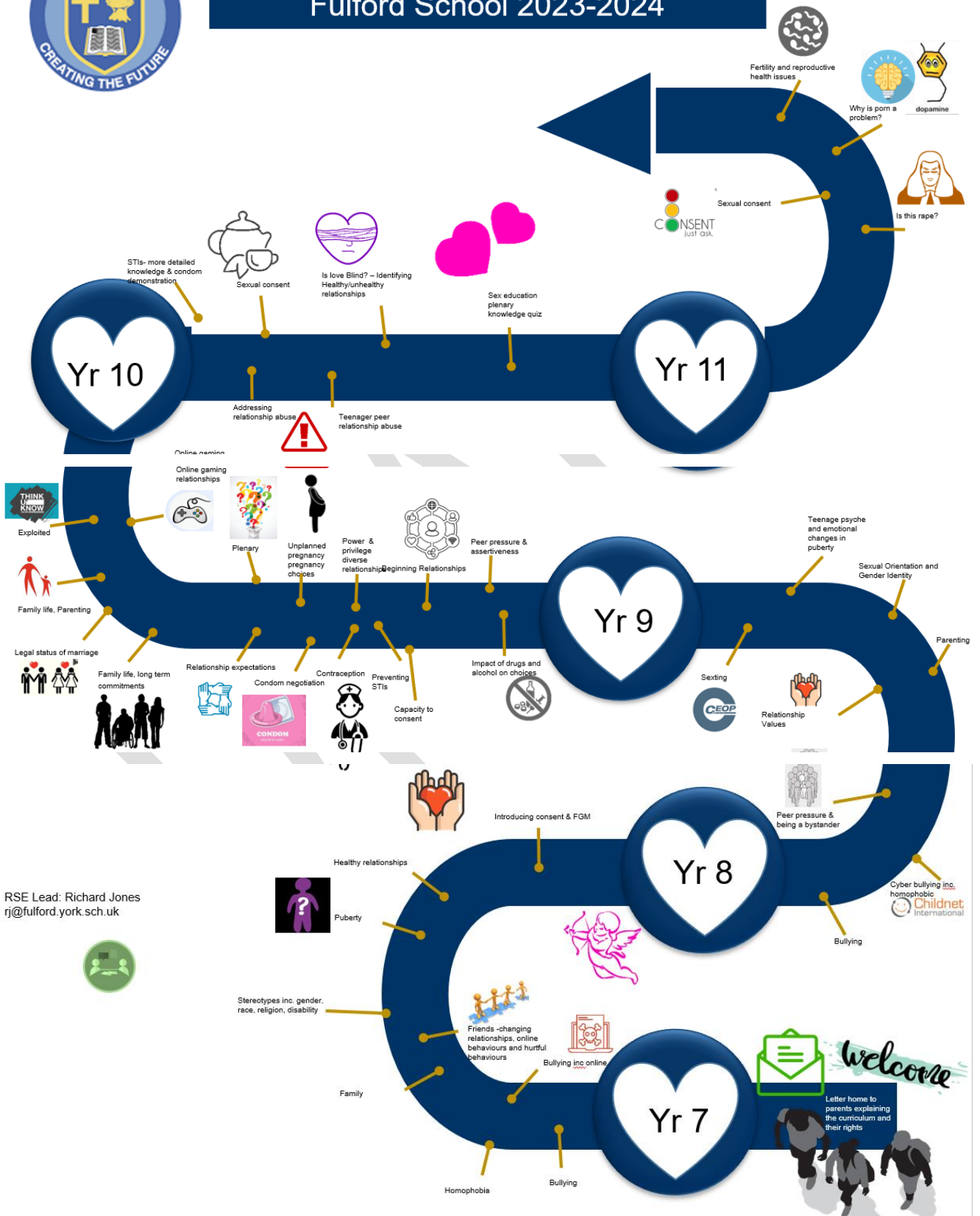
This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

DRAFT

Relationships and sex education curriculum map



Relationship and Sex Education at Fulford School 2023-2024



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	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	<ol style="list-style-type: none"> 1. Bullying Introduction 2. Homophobic bullying 3. Cyber bullying- 4. Peer pressure- How to be assertive and remain friends 5. Anti- bullying poster 	<ol style="list-style-type: none"> 1. Cyber bullying inc. homophobic 2. Peer pressure & being a bystander (x2) 	<ol style="list-style-type: none"> 1. Impact of drugs and alcohol on choices 2 Peer pressure and assertiveness 3 Family life 1 - 4 Family life 2- 5 Family life 3 Legal status of marriage - 		
Spring Term	<p>NSPCC Relationships</p> <ol style="list-style-type: none"> 1. Friends – changing relationships 2. Friends – healthy online relationships 3. Hurtful behaviours 	<ol style="list-style-type: none"> 1. Sexual Orientation and Gender Identity 2. Relationship Values 3. Parenting 	<ol style="list-style-type: none"> 1. Beginning Relationships 2. Capacity to consent 3. Preventing STIs 4. Contraception 5. Condom demonstrators 6. Condom negotiation 7. Power & privilege /diverse relationships 8. Unplanned Pregnancy and Pregnancy Choices 9. Relationship Expectations 10. RSE Plenary 	<ol style="list-style-type: none"> 1. Analysis of STIs 2. Consent 3. Addressing relationship abuse 4. Teenage peer relationship abuse 5. Identifying healthy and unhealthy relationships 	<ol style="list-style-type: none"> 1. Contraception 2. Is this rape? Sexual consent1 3. Sexual consent 2 4. Why is Pornography a problem? 5. Fertility and reproductive health issues
Summer Term	<ol style="list-style-type: none"> 1. Puberty 2. Healthy Relationships 3. Introducing Consent/FGM 	<ol style="list-style-type: none"> 1. Teenager psyche 2. Teenage psyche 2 3. Sexting 4. Sexting 2-just send it 	<ol style="list-style-type: none"> 1. Online gaming relationships 2. Online gaming relationships 3. Think u Know- sexual exploitation 	<ol style="list-style-type: none"> 1. Sex Education plenary quiz 	

Appendix 2: 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 3: 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	

Appendix 4: York PSHE working group Sex & gender definitions

Many people think that sex and gender are the same but they mean different things. It's important to be clear about the difference:

Term	Definition	Source
Sex	Sex is biological (male or female). It's based not only on the genes we inherit, but also on how our external and internal sex and reproductive organs work and respond to hormones. Sex is the label that's recorded when a baby's birth is registered.	Sex, gender and sexuality - NHS digital service manual (service-manual.nhs.uk)
Sexuality	Sexuality refers to the individual and social meanings of interpersonal and sexual relationships, in addition to biological aspects. It is a subjective experience and a part of the human need for both intimacy and privacy.	International technical guidance on sexuality education: an evidence-informed approach; 2018 (hubspotusercontent00.net)
Sexual orientation	Sexual orientation means a person's sexual orientation towards: persons of the same sex/ persons of the opposite sex/ persons of either sex.	Equality Act 2010 (legislation.gov.uk)
	<i>Sexuality refers to the capacity for sexual feelings, whereas sexual orientation refers to who you are sexually attracted to.</i>	
Gender	Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with others. As a social construct, gender varies from society to society and can change over time.	https://www.who.int/europe/health-topics/gender#tab=tab_1
Gender identity	Gender identity is an individual's personal sense of their own gender.	Appendix 1: Glossary - GOV.UK (www.gov.uk)

Please note that we are aware that the terminology used in relation to the recognition of people's sexual orientation or gender identity may depend on the context of its use. Some people may define some terms differently to us. We have tried to use terminology that is generally accepted.

At Fulford School we have made the decision to use the abbreviation LGBT to refer to people that identify as lesbian, gay, bisexual or transgender. We are using this as an umbrella term for any minority sexual orientation or gender identities. This is the same abbreviation used by the Department for Education in their Relationships and Sex Education and Health Education statutory guidance.