


Foreland Fields School

Relationships and Sex Education Policy



Governing Body Approval and Categories

Date of Last Review / Scrutiny	15 th January 2018
Date (Month / Year) of Next Review /Scrutiny	January 2021
Date Policy was Ratified	14 th March 2018
Category of the Policy	Curriculum - RSE
Named Lead for Writing the Policy	Headteacher
Named Governor for Scrutiny	Vice Chair of Governors
Approval Body	Full Governing Body
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	-
Signed – Chair of Governors 	14-3-18

United Nations Convention on the Rights of The Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



Article 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Article 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

Signed (Chair Of Governors):



Date:

14-3-18

Foreland Fields School

Relationship and Sex Education Policy

INTRODUCTION AND DEFINITIONS

This policy and scheme is written in response to the following publications:

Policy Statement: Relationships Education,

- Relationships and Sex Education, and Personal, Social, Health and Economic Education DFEE March 2017
- Sex and Relationship Education Guidance – DfE 2000
- Kent County Council - <https://www.kent.gov.uk/social-care-and-health/health/sexual-health/relationships-and-behaviour>
- Personal, Social, Health and Economic (PSHE) Education Strategy for Kent 2008 - 2012

From September 2019, it is the DfE intention that Relationship and Sex Education will be made part of the basic school curriculum (as now for sex education in maintained secondary schools). All primary schools (maintained, academies or independent) will be required to provide relationships education (and will retain their current choice to teach age-appropriate sex education). All secondary schools (maintained, academies or independent) will be required to provide RSE.

Work to consider the content of the new RSE Curriculum is still in progress and will result in draft regulations and guidance for consultation. Following consultation, regulations will be considered and debated. The statutory guidance will be published in early 2018, once the regulations have been passed (and at least one full year before academic year 2019/20). Foreland Fields School will review this policy and its content in-line with new statutory guidance as it becomes available.

Within this policy, the term “pupils” can be taken as referring to pupils and students. The term “parents” can be taken as including parents and carers.

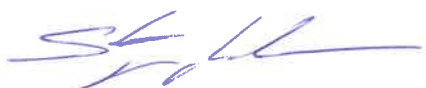
Current DfE Guidance “Sex and Relationships Education Guidance” published in July 2000 defines Sex and Relationships Education as ‘a lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching’.

At Foreland Fields School, Relationships and Sex Education (RSE) has close links to Personal, Social, Health and Citizenship Education (PSHCE) and Science.

RELATED POLICIES AND GUIDANCE DOCUMENTS

This policy should be read in conjunction with the following school policies and guidance documents:

Signed (Chair Of Governors):



Date:

14-3-18

- Behaviour Policy
- Safeguarding Policy
- Pupil Voice Policy
- Online Safety policy
- Curriculum Statement

WHAT IS RELATIONSHIPS AND SEX EDUCATION AT OUR SCHOOL?

Relationships and Sex Education forms an integral part of our school curriculum with pupils learning to form different relationships and skills to keep them safe and healthy on a daily basis. Sex education is part of safety and health education for pupils and it is important that these sensitive issues be addressed if pupils are to gain skills to deal with life - its joys as well as its hazards. Dedicated time is given to this area of the curriculum. It is important that RSE teaching is sensitive to the different needs of individual pupils and the school recognises that this education will need to evolve and adapt over time as the pupil population changes.

Pupils with profound and multiple learning difficulties will be able to experience areas of RSE such as self-awareness, body recognition and privacy.

The content of RSE teaching as pupils move up through the school is explained in section 4 of this policy.

AIMS AND OBJECTIVES

Relationships and Sex Education within Foreland Fields School aims to provide opportunities for pupils to develop the skills, knowledge and understanding that they need to lead confident, safe and healthy lives with as much independence as possible. Information will be delivered in an accepting and honest way, which is appropriate to their level of understanding. Parents will be fully informed of policy and practice.

At any time, if a particular pupil needs individual or small group support with regards to an aspect of RSE, we aim to provide, with the agreement of parents, 'Girls' and Boys' groups. These may run with the support of external agencies.

WORKING WITH PARENTS AND FAMILIES

DfES Guidance "Sex and Relationship Education Guidance" published in July 2000 states that: -

"Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum. Schools should make alternative arrangements in such cases." From Sept 2019 Parents retain the right to withdraw their child from sex education in the Primary age range but not from relationships education which will form part of the National Curriculum.

Signed (Chair Of Governors):



Date:

14-3-18

However, our aim is to ensure that the curriculum is appropriately differentiated for all pupils and that parents will feel able to work with teachers to ensure that each individual pupil's needs are met.

Prior to RSE being taught in the Primary Department parents will be given information on the subject content and the opportunity, by completing a permission letter, to withdraw their son or daughter from RSE lessons. Although there is no requirement to give reasons if pupils are withdrawn, it will help us in our future planning if parents can provide this information.

Parents have a right to be consulted on the content of Relationships and Sex Education Programmes.

Although the school has a RSE curriculum, this is only the starting point for devising programmes, as pupils have very different needs. Given the highly individual nature of our pupils, it is crucial that what is taught to pupils is relevant to their needs, abilities and disabilities. What may be highly important for one pupil may not be for another, and, particularly as pupils reach secondary age, it is important that we reach a clear understanding with parents of what is proposed to be taught to their son or daughter and that they are in full agreement with this.

Parents can ask to look at the RSE curriculum in full and to discuss this with their son or daughter's class teacher by appointment. Teachers meet with parents at "Goal Planning" meetings three times a year and parents and staff are encouraged to discuss the issues as they arise openly.

"Contact a Family" (CAF) have also produced useful guidance for parents, young people and schools on the teaching of RSE to young people with disabilities. Copies of this guidance are available from the school on the following website:

<https://contact.org.uk/search-results/?s=sex+education>

CONTENT OF THE RELATIONSHIPS AND SEX EDUCATION CURRICULUM AND THE ORGANISATION OF LESSONS.

Great care is taken at all times that what is taught is appropriate to pupils' ages and abilities.

The following are examples of what is taught as part of RSE in each Key Stage.

In Key Stages 1 and 2, this is usually an integral part of particular Science and PSHE units, *with a focus on puberty for older KS2 pupils in the Summer Term.*

In Key Stage 3 and 4, there is one PSHCE lesson a week *with a focus on RSE in the Summer Term.*

In 6th Form, students take a number of modules with an RSE focus as part of the broader PHSE/RSE/C Curriculum.

Signed (Chair Of Governors):



Date:

14-3-18

EYFS/Key Stage 1 – Infant Department

In EYFS/ Key Stage 1, all RSE Education is carried out as part of the PSED curriculum and carefully structured child initiated play. It is not taught as a specific area of the curriculum. Pupils develop an awareness of themselves as a member of different groups. They are encouraged to express their own feelings. As part of the topic work, they investigate people of different ages. They become aware of pregnancy, babies and growth through observation. In the topic 'Ourselves,' they become aware of the names of different external parts of the body. They learn how to care and be responsible for living things, including themselves.

At routine times of the day and during care routines, names for parts of the body are taught.

The units contain teaching material at a variety of levels, with suggestions for work with pupils who have PMLD, meaning teachers can select that most appropriate to pupils.

Key Stage 2- Junior Department

In Key Stage 2, pupils take part in a weekly PHSE lesson which are normally delivered to mixed sex class groups, which tend to be ability based. In the Summer Term, these lessons have an RSE focus. At times, when there is a need, material from particular units will be taught at an earlier age, or to a particular group of pupils, in partnership with the parents of these children.

As part of their topic work pupils learn to name the sex organs in both plants and animals. They will learn about pregnancy and baby care and in simple terms the preparation of a woman's body for birth.

They learn about healthy relationships, responding to risky or negative relationships and saying 'no'. They learn about different types of relationships - including families, friends, marriage and partnerships. They learn about growth and body changes and at the end of the Key Stage, they will learn about the physical and emotional changes that occur at puberty. They will learn about personal hygiene.

The units contain teaching material at a variety of levels, with suggestions for work with pupils who have PMLD, meaning teachers can select that most appropriate to pupils.

Key Stages 3&4 – Secondary Department

In Key Stage 3 and 4, pupils take part in a weekly PHSCE lesson with an RSE focus in the summer term. Units on relationships include "Changing Relationships", "Respecting Others", "Being Myself" and "Lifestyles". Units with a greater emphasis on Sex Education include "My Changing Body", "Personal Sensitivity" and "Human Development". Lessons also include teaching about healthy relationships and safety online.

Lessons are normally delivered to mixed sex class groups, which tend to be ability based. At times, when there is a need, material from particular units will be *taught at an earlier age, or to a particular group of pupils*, in partnership with the parents of these children.

Signed (Chair Of Governors):



Date:

14-3-18

The units contain teaching material at a variety of levels, with suggestions for work with pupils who have PMLD, meaning teachers can select that most appropriate to pupils.

6th Form

In the 6th Form as part of the wider PHSE curriculum, students study modules of work on "Changing Friendships", which includes exploring issues around having a boyfriend or girlfriend, "Our Changing Bodies", which explores issues about growth, development and sexual relationships and private/ public behaviour and "Risks and Responsibilities", including looking at contraception and personal safety issues.

They also learn about dealing emotionally with difficult situations and planning for the future.

Students also have the opportunity to take part in a new programme of Sex & Relationship Education run by Metro Charity designed specifically for students with mild to moderate learning disabilities.

The programme

This programme has been specifically designed for young people with mild to moderate learning disabilities and uses games, drama, activities, discussion and sensory resources to explore the topics and help young people to understand and engage.

Over the four weeks we cover:

Week 1: Healthy/Unhealthy Relationships

Week 2: Consent, Sex and The Law

Week 3: Sexting, Safe Touch/Safe Places and Signposting

Week 4: STI's and Contraception, Using and Condom and The Get It programme

We recognise that this programme will not be appropriate for all students and parents will be consulted prior to any student taking part.

Leadership of Relationships and Sex Education

There is one PSHCE/RSE Curriculum Leader who oversees the subject in all parts of the school; this is currently the Leader of Learning for the Secondary Department.

The Leaders of Learning for all departments will have oversight of the whole curriculum in their departments, including RSE on a day-to-day basis. Teaching Assistants play an informal but key role, as they are often involved in intimate care. The school's approach to delivering RSE forms part of the induction training for all new members of staff. They then have an awareness of the issues involved in RSE, such as the language used and some familiarity with the messages and methods of the RSE curriculum.

The Governing Body of the school is responsible for ensuring that the school has an up-to-date Relationship and Sex Education Policy.

Signed (Chair Of Governors):



Date:

14-3-18