




Relationships and Sex Education Policy

Governing Body Approval and Categories

Date of Last Review / Scrutiny	20 th January 2025
Date (Month / Year) of Next Review /Scrutiny	20 th January 2026
Date Policy was Ratified	26 th March 2025
Category of the Policy	Teaching and Learning
Named Lead for Writing the Policy	Deputy Headteacher / RSE Lead
Named Governor for Scrutiny	Chair of L&D
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	Date
	26 3-25

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.

Relationships and Sex Education Policy

Introduction

From September 2020 the **Relationships Education** aspects of PSHE (personal, social, health and economic) education are compulsory for all primary aged pupils and the **Relationships and Sex Education (RSE)** aspects of PSHE are compulsory in Key Stages 3 and 4.

This policy is to give information to staff, parents, carers, governors and pupils on how RSE is taught at Foreland Fields School and who teaches it.

Links to other Policies and Guidance

This policy follows the statutory guidance on Relationships Education, RSE and Health Education (DfE 2019) and links to the following policies and guidance below:

- Draft RSE Guidance (Appendix 1)
- Gender Questioning Children (Appendix 2)
- Cass Report (April 2024)
- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- School Visits
- Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Intimate Care Policy

Guiding Principles for relationships and sex education (RSE)

(Draft RSE guidance)

Schools should develop a curriculum with the following five key principles in mind:

- RSHE should teach children about the law, in addition to the importance of tolerance and respect for everyone in the school community and beyond.
- The curriculum should seek to keep children safe and informed about growing up and the challenges this may present, how relationships develop and how to be safe once sexually active. It should enable topics to be taught appropriately by a trusted adult and help ensure that the prevention of harm and early intervention are supported.
- Schools should follow the age limits set out in the guidance to ensure pupils don't learn about sensitive topics earlier than is necessary or at an appropriate stage of their development.
- Schools should be transparent with parents/carers about materials used in RSE, and all materials should be available to parents/carers.

- Parents have a right to request that their children are withdrawn from sex education.

Definition of Relationships Education

Relationships education is compulsory for all primary and secondary aged pupils and is separate from relationships and sex education. Relationships education does not include topics which involve explaining details of different sexual activity, for example rape.

Relationships and sex education will not be taught to primary aged pupils at Foreland Fields school, apart from where there is exceptional pupil need and parents/carers consent.

RSE taught within the secondary department at Foreland Fields School will often address aspects of relationships and sex education in an integrated way within a single topic, but parents/carers will be informed by letter of the sex education component within planned lessons. So that they are clear what they can request to withdraw their children from.

Definition of RSE

Relationships and Sex Education (RSE) is enabling young people to develop and maintain healthy, nurturing relationships of all kinds. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a good marriage or other type of committed relationship.

RSE is learning about:

- Different kinds of relationships
- Healthy and unhealthy relationships, including online
- Behaviours within relationships that are unacceptable, or criminal and how to seek help
- Stereotypes and how these can lead to prejudice and discrimination
- Different types of bullying, the impact it has and how to prevent it
- The concepts and laws relating to sexual consent, sexual exploitation and sexual violence, abuse, honour-based violence and female genital mutilation (FGM), abuse, grooming, coercion, harassment, rape, domestic abuse and forced marriage
- Equality and protected characteristics and the importance of respecting difference
- Gender identity and building a positive sense of gender identity
- How to recognise risks and harmful material online and how to report this
- The facts about sexual health, contraception and pregnancy and how to seek advice
- What makes a good parent
- Strategies for identifying and managing sexual pressure and how the use of drugs and alcohol can influence poor choices.

RSE at Foreland Fields School

Foreland Fields School curriculum aims *'to provide a curriculum that develops the individual talents and abilities of students to enable our students to lead a safe, healthy and happy adult life with as much independence as possible'*.

(Foreland Fields School Curriculum Handbook)

We recognise the vulnerabilities of our young people with profound, severe and complex needs and agree that RSE is a crucial part of our curriculum offer.

We know that in order to lead safe, healthy and happy lives our pupils and students need additional support with:

- Initiating and reciprocating positive interactions with others
- Communicating when they need help
- Reading body language/non-verbal communication and understanding social rules and situations
- Understanding rules for safe and acceptable behaviour online
- Understanding different types of relationships – such as staff member, friend, boy/girlfriend
- Building and maintaining healthy relationships
- Recognising risks and being able to problem solve
- Resisting peer pressure – or being able to say, 'no'
- Understanding concepts such as, personal space, appropriate touch and consent.

RSE Provision

All pupils and students have RSE provision and a personalised goal on their Section F Provision Plans. This is discussed with parents/carers and reviewed 3 times a year during goal planning meetings and annual reviews. The provision and goals will reflect the age and developmental stage of each child.

Relationships Education for Primary Aged Pupils

Relationships Education will be delivered to all primary aged pupils at a level that is appropriate for their age and developmental stage. This will be delivered by their class teacher and their class teams. Relationships Education will be delivered holistically throughout the curriculum, regardless of pathway. Where appropriate, some primary classes may deliver discrete relationships lessons.

Relationships and Sex Education for Primary Aged Pupils

Sex Education is not compulsory for primary aged pupils. Most primary aged pupils at Foreland Fields School will learn about the names for external body parts, the human body as it grows from birth to old age (including puberty) and basic life cycles of plants, animals and humans as part of developing a knowledge and understanding of the world. Parents/carers may **not** withdraw their child from these aspects of the curriculum. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend therefore that all primary schools should have a sex education

programme for year 5 and year 6 pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – teaching the facts of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

RSE for Secondary Aged Pupils

Relationships and Sex Education will be taught to all secondary aged pupils at a level that is appropriate for their age and developmental stage. This will be delivered by their class teacher, or a familiar teacher and their class team. RSE will be delivered holistically throughout the curriculum regardless of pathway. Most classes (where appropriate) will also deliver discrete RSE lessons. RSE may be delivered on a 1:1 basis, small groups or by whole class teaching.

Age limits seek to ensure that, as content is introduced that is designed to prepare young people to stay safe and to keep others safe, children are not introduced too early to concepts that they may not have the maturity to grasp, or which may be distressing. Age limits are focussed on topics which, even when presented in a careful and well-intentioned way, may inadvertently give the message to young people that they could or should be engaging in or exploring adult activities, rather than enjoying childhood. (2024 Draft RSE Guidance)

Students at Foreland Fields School are unlikely to be developmentally ready to learn about these topics at the same age as their mainstream peers and teachers should take the needs of individual students into account before introducing these topics. It may never be appropriate to cover some topics with individual students.

All parents/carers will be informed about the sex education content of any lessons, prior to them being delivered.

Engaging and Involving Parents/Carers and the Wider School Community

We fully acknowledge the importance of sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships and Sex Education and compliance with the statutory guidance.

We will let parents and carers know what will be taught and when and the resources that will be used.

We will do this by:

- Consulting with parents and carers when developing or reviewing the Relationships and Sex Education policy
- Publishing the Relationships and Sex Education policy on the website
- Engaging with staff and stakeholders.

Curriculum Pathways

Each curriculum pathway has a different approach to delivering RSE, so that the needs of all pupils and students are met. RSE provision for each pathway, is documented at the end of this policy.

Assessing RSE

Evidence of achievement and progress in RSE, is captured as the pupil/student moves through the school on the RSE Tracker on Evidence for Learning and on their Section F provision plans in their EHCP.

Monitoring and Evaluating RSE

RSE is monitored through the school's quality assurance programme, which monitors the quality of curriculum intent, implementation and impact. Leaders monitor planning, teaching and learning, pupil work and evidence and assessment.

Sarah Thorp (Deputy Headteacher) has the lead responsibility for monitoring the whole school curriculum. Sarah Wood (Leader of Learning for Secondary Discoverers), is the subject lead teacher for RSE. She has responsibility for monitoring the effectiveness of the RSE curriculum across the school. Pathway leads will monitor RSE within their own pathways. The Governors with lead responsibility for Relationships and Sex Education are Lucy Taylor and Amy Moat, safeguarding governors.

Right to Withdraw Pupils and Students from Sex Education

We hope that parents and carers will share our belief that RSE is a crucial part of their child's education. Parents and carers do have the right to withdraw their child from some or all of the Sex Education element of RSE.

If a parent or carer wishes to withdraw or has concerns about the sex education lessons they should arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning about Sex Education. Where appropriate we will include the pupil/student in these conversations. Students have the right to choose to opt into sex education at any time from 3 terms before their 16th birthday.

RSE Equal Opportunities and Inclusion

The RSE curriculum has been developed to take account of the diversity of the school population and meet the needs of pupils and students at Foreland Fields School. The policy has been written with the Equalities 2010 act in mind and takes into account the nine protected characteristics which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will review our teaching materials regularly and adapt teaching approaches to meet the changing needs of our complex pupils and students with diverse needs. Some teaching will take place in mixed gender groups, some in single gender groups and where appropriate some pupils and students may be offered individual and specialist support.

Sharing this Policy

A copy of this policy is on the whole school website. Hard copies are on display in our Annual Review meeting room and available for parents and carers.

Relationships and Sex Education for the Explorers Pathway



Explorers' Pathway

What will your child learn?

- We will support your child's communication so that they learn to communicate their wants, needs, feelings and choices to the best of their ability
- We will treat your child with dignity, respect their privacy and we will listen and respond to your child's communications
- We will encourage your child to communicate choices
- We will support your child to have positive relationships with staff and peers in school
- We will work with families and outside agencies to build a detailed knowledge of your child's needs, so that we can create an environment where they feel safe
- We will use different strategies to develop your child's awareness of their own body
- For some pupils we may do work about changes during puberty including menstruation – this work would be personalised and we would collaborate with families and possibly health professionals.

How will your child learn this?

- All Relationships and Sex Education will be highly personalised and parents and carers will be closely involved in all aspects of their child's learning journey
- Relationships and Sex Education will be delivered holistically throughout the curriculum, by the class team.

Relationships Education for the Foundation Pathway



What will your child learn?

- We will support and develop communication skills to enable your child to express their wants, needs and feelings, make choices, comment and request
- We will enable and encourage your child to be understood through facial expression, gesture, vocalisation, Makaton signing, symbols, PECS, communication boards and other AAC equipment
- We will teach your child to develop self-help and self-care skills – motor skills, identifying body parts, facial features, the 5 senses, privacy, respect and dignity
- We will support your child identify facial expressions and sounds that link to feelings i.e. when another is happy or sad
- We will support your child to link visual emotions to causes i.e. what actions/events can make someone happy?
- We will teach strategies to support and develop self- regulation skills
- We will support and develop making positive relationships with all staff and peers

- We will support and develop your child's ability to notice similarities and differences. To recognise their self, friends, family and familiar adults
- We will work closely with families and outside agencies to gain detailed understanding of your child and their individual needs
- We will create an enabling environment where your child feels safe and supported
- We will develop and nurture their individuality and personality.

How will your child learn this?

Relationships Education will be delivered holistically throughout the curriculum.

- Teacher directed activities - 1:1 activities – adult & child discreet and repetitive learning
- Small group & whole class – learning together with peers, working alongside and with others
- Daily Routines
- Child initiated activities - Adult scaffolding, timely interventions and enabling environments
- The school community & the wider community.

Relationships and Sex Education for the Adventurers Pathway

What will your child learn?

- We will support your child's communication so that they learn to communicate their wants, needs, feelings and choices to the best of their ability
- We will treat your child with dignity, respect their privacy and we will listen and respond to your child's communications
- We will encourage your child to communicate choices
- We will support your child to have positive relationships with staff and peers in school
- We will work with families and outside agencies to build a detailed knowledge of your child's needs, so that we can create an environment where they feel safe
- We will use different strategies to develop your child's awareness of their own body
- For some pupils we may do work about changes during puberty including relationships, menstruation, masturbation, touch – this work would be personalised and we would collaborate with families and possibly health professionals.



Adventurers' Pathway

How will your child learn this?

- All Relationships and Sex Education will be highly personalised and parents and carers will be closely involved in all aspects of their child's learning journey
- Relationships and Sex Education will be delivered holistically throughout the curriculum, by the class team
- Individual, specialised input and behaviour support will be employed for reinforcing and teaching specific elements of RSE based on need. For example, in working with a

pupil who has an ASD/SLD diagnosis to develop positive behaviours around relationships, masturbation or touch.

Relationships Education for the Primary Discoverers Pathway

Introduction

Relationships Education must be taught to all primary aged pupils. The sex education element of Relationships and Sex Education is not compulsory for primary aged pupils and will not be routinely taught within our primary classes at Foreland Fields School. In some individual cases it may be appropriate to deliver some elements of sex education to a primary aged pupil, with prior agreement from parents/carers.



Discoverers' Pathway

Pupils following the Primary Discoverers' Pathway will have opportunities to develop their social and emotional skills through learning about themselves first. Knowing their own bodies, thoughts, feelings, boundaries, likes, dislikes, emotions and mental and physical health. They will also be learning how to keep themselves safe and to know which people are important to them through their relationships. Our Primary Discoverers will also be learning more about positive relationships and what makes a good friend. This learning will promote positive self-image, self-belief and self-esteem as a core element of every child's learning journey. Being free to make choices is also an important aspect of life learning, pupil's voices and choices being valued.

Relationships education will be delivered holistically throughout the whole curriculum, by the class team and other familiar adults in school. Learning is highly personalised and tailored to the needs of each pupil. Parents and carers also play an important role in supporting pupils throughout their lives and working with the school to support their development in Relationships Education and each pupil will have a relationships personal learning intention or goal within their EHCP provision, that is shared with families 3 times a year during planning meetings.

Curriculum focus

- Families and people who care for me
- Caring Friendships.
- Respectful Relationship
- Online Relationships
- Being safe

Relationships Education for the Secondary Discoverers Pathway

Introduction

Pupils and students on the Discoverers Pathway, at Foreland Fields School, are taught Relationships and Sex Education (RSE) as an integral part of lifelong learning. It is delivered by staff who know the students well and is taught within a holistic context of emotional and social development. As with other



Discoverers' Pathway

pathways, the purpose of RSE for our pupils and students is to help children and young people to be safe, healthy and happy as they grow up, and in their future lives. RSE for the Discoverers Pathway is taught in class groups; in gender groups and individually as appropriate. Teachers working with pupils and students on the Discoverers Pathway have understanding and knowledge about each young person and their readiness to learn about certain aspects of RSE. Using the 'My Relationship and Sex Education' Equals Scheme of Work, teachers plan suitable areas and topics relevant to the personal level of each pupil or student. Appropriate resources are often difficult to find, but many teachers develop their own, using these with pupils in an open, non-judgemental and friendly manner. Pupils and students trust their staff to guide them well and staff understand that this is a responsibility. All teachers are fully prepared and understand that many areas of RSE will require generalisation into everyday life and will need to be revisited and embedded over the time that the young person is educated at Foreland Fields. This will be dependent on levels of understanding reached and retained by every individual pupil/ student. Learning is highly personalised and tailored to the needs of each pupil. Parents and carers also play an important role in supporting pupils throughout their lives and working with the school to support their development in Relationships Education and each pupil will have a relationships personal learning intention or goal within their EHCP provision, that is shared with families 3 times a year during planning meetings. Pupils will continue to develop their knowledge and understanding of the primary Relationships curriculum and during their secondary phase will cover additional content listed below.

Curriculum focus

- Families
- Respectful relationships including friendships
- Online and Media
- Being safe
- Intimate and sexual relationships including sexual health
- The law and sex and relationships

Relationships and Sex Education for the Pioneers Pathway

Introduction

Relationships Education must be taught to all primary aged pupils. The sex education element of Relationships and Sex Education is not compulsory for primary aged pupils and will not be routinely taught within our primary classes at Foreland Fields School. It will however be delivered in all secondary Pioneers classes. In some individual cases, it may be appropriate to deliver some elements of sex education to a primary aged pupil, with prior agreement from parents/carers. Relationships and Sex Education will be delivered by familiar members of staff.



Pioneers' Pathway

Primary Curriculum Focus (KS2)

- Families and people who care for me
- Caring Friendships.
- Respectful Relationship
- Online Relationships
- Being safe

Pupils will learn how to develop and maintain positive relationships within families, friendship groups and the community. They will learn how to be kind, respectful and well-mannered and how to report hurtful behaviour.

They will learn how to keep safe at home, in the community and online and how to tell a trusted adult if they are worried.

Pupils will learn about the need for privacy and how to recognise and stand up to peer pressure.

Year 6 pupils will learn about puberty and how their bodies will change. This content is also included in the National Curriculum science programme of study for science.

Secondary Curriculum Focus (KS3/KS4/KS5)

The secondary curriculum will build on the skills and knowledge learnt during the primary phase:

- Families
- Respectful relationships including friendships
- Online and Media
- Being safe
- Intimate and sexual relationships including sexual health
- The law and sex and relationships

Key Stage 3

Students in KS3 will learn about different types of relationships and how to resolve conflict.

They will learn about the difference between bullying and falling out with someone.

They will learn about aspects of identity, such as ethnicity, faith, culture, family and gender.

They will learn about stereotypes and how these are not always accurate.

Students will learn how friends and family communicate and about content that is safe to share online. They will learn that knowing someone online, is not the same as knowing someone face to face.

They will learn about the difference between a friendship and a loving relationship. They will learn about marriage and civil partnership and that forced marriage is illegal.

They will learn what sexual intercourse is and the link between love, a committed relationship and conception. They will learn how pregnancy occurs and the laws around sexual intercourse.

Students should not be taught about the risks of inappropriate online content including non-consensual distribution or creation of intimate images before Year 7 and they should not be taught details of sexual acts before Year 9 (2024 Draft RSE Guidance).

Key Stage 4

Students in KS4 will learn to respect diversity and to understand the meaning of protected characteristics such as gender, faith and disability. They will learn about their rights in terms of the 2010 Equality Act.

They will learn more about healthy relationships and how to identify when a relationship is unhealthy – in particular where a relationship is coercive or exploitative. They will learn about the laws relating to consent.

Students will learn about managing risks when they are in the community. They will learn about environmental hazards such as railway lines, as well as adults or peers that may pose a risk by pressuring them into illegal or unwanted activity, such as county lines or risky behaviour.

What constitutes harmful sexual behaviour should not be taught before Year 7 and details of violent abuse should not be introduced before Year 9; If a child is questioning their gender, schools should refer to the guidance on gender questioning pupils for more information; schools should not teach about the broader concept of gender identity... they should teach the facts about biological sex and not use any materials that present contested views as fact, including the view that gender is a spectrum (2024 Draft RSE Guidance).

Key Stage 5

Students in KS5 will learn about right, equality, prejudice and discrimination. They will learn about extremist view and how to build resilience against these.

They will learn about prejudice towards LGBTQ+ and where to seek support, if they feel that they are being discriminated against.

Students will learn about the importance of healthy relationships and belonging to community groups for mental health. They will learn about healthy coping strategies and that self-harm and eating disorders are unhealthy strategies. They will learn how to seek help, if they need to.

They will learn more about unhealthy intimate relationships and the impact of how sex is portrayed in the media. They will learn about safe sex and contraception. They will learn about fertility, pregnancy and parenting.

They will learn how to keep safe as young adults in the community. They will learn about fraud, scams, online safety, personal safety and how to seek help if they think that they may have been a victim of a crime.

Students should not be taught about the risks of inappropriate online content including non-consensual distribution or creation of intimate images before Year 7 and they should not be taught details of sexual acts before Year 9; Students should not be taught about sexual offences and violence, including the damage that can be caused by female genital mutilation, virginity testing and hymenoplasty before Year 9, unless school has identified a greater risk of FGM at an earlier age or have pupils who have been affected by FGM and need support; students will not be taught about the details of violent abuse before Year 9;

Explicit discussion of sexual acts should not be taught before Year 9 (2024 Draft RSE Guidance).

