

# FOX WOOD SCHOOL



## Relationships, Sex and Health Education Policy

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## PHILOSOPHY

Relationships, Sex and Relationships Education (SRE) and Health Education all aim to inform children and young people about relationships, emotions, sex, sexuality, being healthy and sexual health. It enables them to develop personal and social skills and a positive attitude to sexual health and well-being. SRE at Fox Wood is planned as part of Personal Social and Health Education (PSHE), Citizenship, Wellbeing, Computing, and Healthy School Development. The context for PSHE and Citizenship is set by the aims of the National Curriculum, which requires schools to provide opportunities for all pupils to learn and achieve; promote pupils spiritual, moral, social and cultural development; and prepare all pupils for the opportunities and responsibilities of life.

At primary age, pupils are taught about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and being safe
- Preparing for adolescence (puberty) and life cycles
- Mental Wellbeing
- Internet Safety and harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent Body

At Secondary Age, pupils will continue to build upon prior learning and cover the following

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- Mental Wellbeing
- Internet Safety and harms
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent Body

## AIMS

The aims of this policy are in compliance with SRE Guidance (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2018).

- To define SRE
- To describe how SRE is provided and who is responsible for providing it.
- To say how SRE is monitored and evaluated
- To include information about parents' rights to withdrawal
- To be reviewed regularly
- To be available for inspection and for parents

Fox Wood School has individual policies for PSHE, Citizenship and Relationships Education, Relationships and Sex Education and Health Education. The Governing Body will involve parents, health and other professionals to ensure that SRE addresses the needs of the community, education and health priorities, and the needs of our pupils. DfE guidance is that SRE and Relationships Education is delivered as part of the PSHE curriculum. It is up to the individual school to decide exactly how RSE and Relationship Education is taught and in our case, it is on a pupil-by-pupil basis.

## SRE GUIDANCE and LEGISLATION

- The SRE elements in the National Curriculum science programmes of study across all key stages are mandatory for all pupils of primary and secondary age. At Primary age, this includes teaching about the main external parts of the body, changes in the human body as it grows from birth to old age, including puberty. At Secondary age, this includes, learning about reproduction in humans, the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, HIV and AIDS. **There continues to be NO right to withdraw from any part of the National Curriculum.**
- All schools must have an up to date policy that describes the content and organisation of SRE provided outside the National Curriculum science programmes of study. It is the school governors' responsibility to ensure that the policy is developed and made available to parents for inspection.

## SPECIAL SCHOOLS and SRE

Special and mainstream schools have a duty to ensure that pupils with special educational needs are receiving SRE. The SRE Guidelines states SRE should help all pupils understand their physical and emotional development and enable them to make positive decisions about their lives. The Special Educational Needs Code of Practice (DfE 2001) describes the governing body's responsibilities to 'ensure necessary provision is made for pupils who have special educational needs.' Children and young people with special needs are particularly vulnerable to abuse and SRE can help them to protect themselves now, as well as prepare them for adult life.

## **DEFINITIONS**

### **Relationships Education (Primary)**

The fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults' taken from DfE Draft Guidance 2018

### **RSE (Secondary)**

'A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline' (21<sup>st</sup> Century Guidance 2014).

### **Physical Health and Wellbeing**

'Give information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others when they arise and seek support as early as possible' *taken from DfE Draft Guidance 2018*

## **TEACHING and LEARNING STYLES**

Teaching and assessment is planned through individual, paired, group or whole class activities. Pupils are encouraged to work independently or in groups, whichever is appropriate to the activity and the ability of the pupil.

## **SCHEMES OF WORK**

SRE is included in the Schemes of Work for PSHE and these are covered in the topic-based approach to the curriculum at Key Stages 1 - 4. There is also a dedicated Relationships, SRE and Health education programme and class teachers plan sessions that suit the individual learning needs of the pupils within their class group. The SRE programme is used throughout the school starting at a very simple level with the under-fives and changing to meet the developing requirements of the young person, as they grow older. Pupils benefit and learn from a curriculum that spirals so they can return and revise, re-learn or approach topics within relationship education from different levels or angles. . Staff use the correct medical vocabulary for sexual parts of the body at all times. The schemes of work cover a range of areas – see ANNEX 1

Any pupil with specific issues arising within the area of SRE will be addressed in consultation with the parents/carers and only within contexts where pupil, parent/carer and staff feel confident and comfortable.

## **PROVISION FOR FOUNDATION STAGE PUPILS**

Pupils access relationships education through Early Learning Goals in the area of PSED with a focus on relationships (family and friends)

## **DELIVERY**

The Sex and Relationships Education programme is delivered through PSHE (and science) lessons throughout the Key Stages.

The Delivery of SRE is the responsibility of class teachers and will be taught as part of the PSHE curriculum in discrete lessons.

## **RESOURCES**

The PSHE TLR post holder will purchase resources to facilitate lesson delivery and understanding. These reflect the differences in culture, religion, gender and ability in our community, as well as supporting the scheme of work. Teachers are encouraged to draw upon the PSHE Association model lesson plans and resources.

## **MANAGING TRICKY QUESTIONS**

Teachers and other adults may be asked questions pertaining to sex or sexuality which go beyond what is set out in the guidance. School based staff should answer these questions truthfully, drawing on resources as needed. Staff should be mindful of the pupil's developmental age when answering. If staff are unsure how best to answer, they should tell the pupil that they need to find out more information and seek advice from the co-ordinator (Lyndsey Phillips). Questions should always be answered.

## **LGBTQ+**

Teaching of LGBTQ+ will be sensitive, age appropriate and delivered as an integral part of the curriculum.

## **ICT PROVISION**

Pupils will access some aspects of SRE within the PSHE curriculum, for example, educational DVDs, Internet, and computer programmes, as appropriate and under staff supervision. Pupils will learn about e-safety throughout the curriculum.

## **CROSS CURRICULAR LINKS**

PSHE is taught as a discrete subject at Fox Wood School, but it also underpins other subjects taught within the curriculum. PSHE can be found in human reproduction in science, sharing and friendships in Religious Education, family units from various cultures in geography etc.

PSHE, including SRE skills is taught throughout the school day, and will be acknowledged and celebrated as they are achieved eg. Citizenship assembly, class plenaries.

## **DIFFERENTIATION**

PSHE including SRE is taught using methods and resources that meet the individual needs of all our pupils in a relevant and balanced manner.

IEPs are written by class teachers for every pupil on a termly basis and include one target area for Social, Emotional and Mental Health.

## **EQUAL OPPORTUNITIES**

SRE will be delivered to all pupils unless they are formally withdrawn by parents/carers. Teaching will reflect methods and resources embracing differences in culture, religion, gender and ability, sensitively and positively.

## **MONITORING AND EVALUATION**

The Scheme of Work is reviewed regularly with all teaching staff and updated as appropriate. KS1, KS2, KS3 and KS4 pupils follow a topic-based curriculum.

The policy is reviewed every three years by the PSHE Co-ordinator in accordance with school procedure.

## **HEALTH AND SAFETY**

At Fox Wood School, we have a duty to ensure that pupils are properly included in Relationship Education, SRE and Health Education. Relationship Education, SRE and Health Education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents and carers of children with special needs may find it difficult to accept their child's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. All pupils will need help to develop skills to reduce the risk of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

## **CHILD PROTECTION/SAFEGUARDING**

If a member of the school's staff (teaching or non-teaching) suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse, they will use the standard child protection procedures. All staff are made aware of these procedures by Lianne Buchanan (DSL). Protection)

## **HOME / SCHOOL LIASON**

Copies of the SRE policy are available for parents and will be sent home on request when feedback /comments will be invited. A copy of this policy is available on the school website. Class teachers will inform parents/carers of the topic in PSHE each half term.

## **RIGHT TO WITHDRAW**

Parents/Carers have the right to withdraw their children from Sex and Relationships Education up to 3 terms before the child turns 16. However, pupils cannot be withdrawn from those elements which are within the science National Curriculum programmes of study. If a parent wishes to withdraw a child, they are asked to discuss issues with a member of the Senior Leadership Team, and to be clear about the activities pupils will do if withdrawn. If pupils who are withdrawn from Sex and

Relationships Education lessons subsequently ask questions relating to SRE on other occasions within the school curriculum, staff will answer these questions honestly and sensitively.

## **Annex 1 – Curriculum Mapping 2018-2019**

|                           | AUT 1  | AUT 2  | SPRING 1   | SPRING 2                              | SUMMER 1   | SUMMER 2   |
|---------------------------|--|--|--|---------------------------------------|--|--|
| <b>CLASS 2</b>            | <b>FEELINGS AND EMOTIONS</b><br>Relationship Ed – Families and people who care for me                                | <b>MONEY</b>   | <b>VALUING DIFFERENCE</b><br>Relationship Ed – caring friendships        | <b>TAKING CARE OF THE ENVIRONMENT</b> | <b>HEALTHY LIFESTYLES</b>  | <b>KEEPING SAFE</b>  |
| <b>CLASS 3</b>            | <b>TAKING CARE OF THE ENVIRONMENT</b>  | <b>VALUING DIFFERENCE</b>  | <b>FEELINGS AND EMOTIONS</b><br>Relationship Ed respectful relationships | <b>GROWING AND CHANGING</b>           | <b>KEEPING SAFE</b><br>Relationship Ed – being safe  | <b>RIGHTS AND RESPONSIBILITIES</b>   |
| <b>CLASS 4</b>            | <b>RIGHTS AND RESPONSIBILITIES</b>   | <b>HEALTHY LIFESTYLES</b><br>Relationship Ed families and people who care for me | <b>TAKING CARE OF THE ENVIRONMENT</b>                                    | <b>KEEPING SAFE</b>                   | <b>HEALTHY RELATIONSHIPS</b><br>Relationship Ed – Caring friendships   | <b>LIVING IN THE WIDER WORLD</b>   |
| <b>CLASS 5</b>            | <b>VALUING DIFFERENCE</b><br>Relationship Ed – caring relationships  | <b>GROWING AND CHANGING</b>  | <b>FEELINGS AND EMOTIONS</b>   | <b>TAKING CARE OF THE ENVIRONMENT</b> | <b>RIGHTS AND RESPONSIBILITIES</b><br>Relationship Ed – families and people who care for me                    | <b>MONEY</b>   |
| <b>CLASS 6</b>            | <b>KEEPING SAFE</b><br>Relationship Ed – being safe  | <b>RIGHTS AND RESPONSIBILITIES</b>   | <b>MONEY</b>   | <b>HEALTHY RELATIONSHIPS</b>          | <b>FEELINGS AND EMOTIONS</b><br>Relationship Ed – respectful relationships                                     | <b>GROWING AND CHANGING</b>  |
| <b>CLASS 7</b>            | <b>HEALTHY RELATIONSHIPS</b>   | <b>RIGHTS AND RESPONSIBILITIES</b>   | <b>VALUING DIFFERENCE</b><br>Relationship Ed – online relations          | <b>HEALTHY LIFESTYLES</b>             | <b>MONEY</b>   | <b>KEEPING SAFE</b><br>Relationship Ed – Families and people who care for me |
| <b>KEY STAGES 3 AND 4</b> |  |  |  |                                       |  |  |
| <b>CLASS 8</b>            | <b>Employability and enterprise</b> (enterprise week)<br>Personal identity<br>RSE – Online Media                     |  | <b>Relationship safety</b><br>Economic wellbeing<br>RSE – Families       |                                       | Career Progression<br>Rights and responsibilities<br>Being Safe<br>RSE- facts about reproductive health, STI's |  |
| <b>CLASS 9</b>            | <b>Employability and enterprise</b> (enterprise week)<br>Valuing difference<br>SRE- Families                         |  | Personal identity<br>Healthy lifestyles<br>SRE Self-awareness, puberty   |                                       | Rights and responsibilities<br>Healthy relationships<br>SRE- Respectful relationships                          |  |
| <b>CLASS 10</b>           | <b>Employability and enterprise</b> (enterprise week)<br>Valuing Difference<br>Personal identity<br>SRE – being safe |  | Economic wellbeing<br>Career progression<br>SRE – families               |                                       | Healthy Lifestyles<br>Relationship Safety<br>SRE – body awareness, puberty                                     |  |
| <b>CLASS 11</b>           | Rights and responsibilities<br>RSE body awareness  | <b>Employability and enterprise</b> (enterprise week)                            | RSE respectful relationships   | Healthy lifestyles                    | Valuing difference<br>RSE families   | Rights and responsibilities  |

