



## New Forest Small School

### SEX AND RELATIONSHIPS POLICY

Member of Staff Responsible	Headteacher
Regularity of Review	Every 2 years

#### **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

#### **Rationale**

The school believes that knowledge and understanding of human sexuality and relationships is of great importance and a basic requirement for student development towards maturity and adulthood. The school believes that such knowledge and understanding should be acquired within the context of the PSHE framework (personal, social and health education) in which the value of family life, the responsibilities of parenthood, the value of personal well-being and respect for others are given full emphasis.

#### **Statutory requirements**

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At NFSS we teach RSE as set out in this policy.

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

## **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.

## **Curriculum**

Our RSE curriculum is set out as per below, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

## **Procedure and Practice**

- Sex and Relationships Education shall be available to every student throughout their time at school, in a form appropriate to the student age and level of maturity
- Sex and Relationships Education should be delivered to student in appropriate groupings
- The curriculum should be co-ordinated to ensure a balanced, sensitive and progressive programme of Sex and Relationships Education
- The Sex and Relationships Education curriculum should make full use of resource materials, visual presentation, literature and outside speakers. On occasions when an outside speaker is used, a member of the teaching staff should be present throughout the lesson to ensure that contributions are consistent with the school policy
- The main vehicles for the teaching of Sex and Relationships Education will be the PSHE classes, supported by other areas of the curriculum as appropriate, in particular Science (for factual biological aspects of sexual function), and Psychology
- Lessons will encompass sexual function and behaviour as one of several equally important aspects of individual development such as self-awareness, personal hygiene and health, confidence & satisfaction & consent

- Sex and Relationships Education provides factual information together with the emotional aspects of sexual health, in order to prepare students for their adult life. In particular the Sex and Relationships Education curriculum will include:
  - Learning the importance of consent
  - Learning the value of respect, love and care
  - Exploring, considering and understanding all kinds of relationships & sexual behaviours
  - Challenging myths, misconceptions, and false assumptions about normal behaviour

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Introducing students to the skills required to be able to avoid inappropriate pressures or advances

### **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of local and national sexual health advice, contraception and support services
- Learning the value of delaying sexual activity and the benefits to be gained from such delay
- The avoidance of unplanned pregnancy

This is part of the school's statutory delivery of PSHE and will be delivered through the following subjects: Psychology, Science sessions and occasional outside speakers.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## **Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## **Use of resources**

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **Roles and responsibilities**

### **The governing board**

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

### **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/non science components of RSE.

## **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/non-science 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.

## **Pupils**

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

## **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

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 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. When appropriate, arrangements should be made for parents to view teaching and learning materials and be given the opportunity to discuss the school's approach. Copies of the school policy should be available to parents on request.

In their pastoral role, teachers will be concerned with the safety and wellbeing of students in their care. When offering guidance to individual students care must be taken to recognise the responsibilities of parents. If approached by an individual student for specific advice on sexual matters, staff should encourage the students to consult parents or a health professional. School staff will not seek out emergency contraception for our students. Where a student confides in a member of staff no guarantee of confidentiality may be offered and the teacher concerned must consult the school's Child Protection Officer (CPO). If a student appears to be at moral or physical risk, staff should refer the matter to the CPO who will liaise/make contact with parents/carers, or other professional services as appropriate. Alternative school work will be given to pupils who are withdrawn from sex education.

## **Monitoring**

This policy and programme will be monitored regularly and reviewed annually by the PSHE co-ordinator.

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.