



# Farlingaye HIGH SCHOOL

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## **PSHE, Relationships and Sex Education (RSE) Policy**

Date drafted or reviewed	Responsibility	Agreed by Governors	Review Date
D- May 2020	HT/DHT	July 2020	July 2021
R- Feb 2022	AHT	September 2022	September 2023

## PSHE, Relationships and Sex Education (RSE) Policy

### Introduction:

Our students are growing up in an increasingly complex world, living their lives both on and offline. Whilst this presents lots of exciting opportunities, including the ability to learn remotely during the pandemic, it also raises a number of challenges and risks. In this environment young people need to know how to stay safe and healthy, including how to manage their academic, personal, emotional, moral and social lives in a positive way, and know what to do and where to seek help, when things go wrong. This policy outlines how Farlingaye High School meets these needs and its approach to Relationships and Sex Education alongside its PSHE Education provision as lifelong learning about physical, moral and emotional development.

### The Aims

- To create a safe and supporting learning environment in which sensitive discussions can take place. (see **Safe and Effective Practice**)
- To help young people have a wider understanding of themselves through the development of feelings of self-respect, confidence and empathy.
- To help young people to prepare for adult life and their future, to help them develop the knowledge and skills needed to make informed choices about their physical, mental and sexual health.
- To help young people to realise the nature and consequences of discrimination, bullying, coercive or aggressive behaviours and how to respond and ask for help.
- To prepare young people for loving relationships and how to recognise healthy and unhealthy relationships, sexual orientation and gender identity.
- To support all young people to recognise when something is risky or unsafe and prepare for life in modern Britain.

### The Vision

Relationship and Sex Education sit within the wider provisions of Personal, Social, Health, Economic Education at Farlingaye High School. Some elements of the biological aspects of RSE are taught within the science curriculum. This approach addresses both students' current experiences and preparation for their future. RSE and PSHE at Farlingaye is approached through a spiral curriculum to develop knowledge, skills and attributes whilst revisiting, reinforcing and extending prior knowledge year on year. The programme of study and the order of delivery reflects both the universal needs of all young people but also the specific needs of our students, and is updated and reviewed accordingly.

In line with the recommendations of the Department of Education, Farlingaye believes that the aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, including:

- Family relationships
- Respectful relationships, including friendships, including those conducted through online media (some lessons will focus specifically on online safety)
- Intimate and sexual relationships (some lessons will focus specifically on sexual health).

RSE at Farlingaye will enable students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. 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. Our aim is to reflect sensitively the circumstances that our students might live in.

The relationships and sex education programme at Farlingaye aims to help young people to face the challenges of growing up in a complex, changing society: by helping them to deal effectively with the physical and emotional changes they will experience in adolescence, and encouraging them to make decisions that are personally satisfying, socially acceptable and safe.

While it is important to give information on topics such as pregnancy, contraception, STI's and so on, this information alone does not provide them with the skills necessary to resolve everyday pressures, concerns and conflicts. Therefore, the programme at Farlingaye enables students to better understand their own bodies, instincts and feelings and therefore may enable them a happy acceptance of their own sexuality and or gender/ gender identity, giving them a positive sense of personal identity, value and esteem.

In the planning and presentation of our relationships and sex education programme, beginning in year 7 and following onto year 11, we have included the opportunity for the exploration of values and attitudes by looking at peers, family, customs, the media and the law. Further to this, lessons help develop the skills necessary to build healthy relationships, to communicate and to make decisions so that students can take the right actions in the situations they find themselves in.

By developing high self-esteem and informing students we are able to promote healthy relationships. Inevitably this involves the discussion of sexual harassment and violence and all students are taught how to recognise this, the potential impact of this and the ways in which to report it. Staying safe is paramount and it is important everyone is confident their experiences are listened to, and that sensitive and appropriate support is available. PSHE/RSE Coordinators will liaise with the Safeguarding Team when planning programmes of study with regard to sensitive topics.

### **Policy endorsement and legislation**

The Secretary of State's 2000 statement that appropriate and responsible RSE is an important element in the work of schools preparing students for adult life.

The Relationships and Sex Education and Health Education (England) Regulations 2019 made under section 34 and 35 of the Children and Social Work Act 2017 made RSE compulsory for all students receiving secondary education.

The PSHE/RSE Policy will be developed and applied in line with our [Child on Child Abuse policy](#).

### **Roles and Responsibilities**

#### **Governors will:**

- Ensure the curriculum is well led, effectively managed and well-planned.
- Ensure teaching is delivered in ways that are accessible to all students including SEND.
- Ensure that the subject is well resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

#### **The Head teacher will:**

- Ensure that the teaching of PSHE is given the timetable time and the resources required for effective delivery.
- Ensure that the topics covered on the PSHE programme allow the school to fulfil the statutory requirements for delivery, and that they meet the current needs of our students.

- Ensure that the staff delivering the sessions have been appropriately trained and prepared, and that the area is effectively led by the Head of PSHE.
- Consult with parents/carers on any significant changes to the PSHE/RSE Policy.
- Report to Governors and Trustees (as required) on the delivery of PSHE/RSE.

#### **The Head of PSHE will:**

- Ensure that all students make progress in achieving the expected educational outcomes.
- Evaluate the quality of provision through regular self-evaluation.
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn.

#### **Class teachers will:**

- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the [safeguarding and child protection policy](#).
- Act in accordance with planning, monitoring and assessment requirement for the subject.

#### **Parents/careers will:**

- Review correspondence regarding PSHE delivery.
- Support school staff to shape the curriculum for relationships, health and sex education.
- Communicate openly and constructively with school staff regarding relationships, health and sex education.
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education.

#### **The delivery of PSHE at Farlingaye High School**

PSHE is timetabled for all students Year 7-11 at the same time once a fortnight, registration is extended to 1 hour to accommodate this. It is expected that the work which is covered during this time is reinforced with assemblies on the same themes by SLT. When possible these themes are also highlighted and supported in awareness days. We use a spiral curriculum to create cohesion across the year groups and to ensure that topics are developed year on year and are age and ability appropriate. In addition to fortnightly sessions, the core themes and more controversial topics will be taught to year 10 and year 11 students in PSHE lessons for 100 minutes a fortnight. These lessons further consolidate the themes tackled in the PSHE fortnightly session. This will be fully rolled out to Year 11 from September 2023 and will be delivered by a team of PSHE teachers, previously known as Life Skills teachers. Further CPD and additional training for these teachers, as well as input from external speakers, ensures that these topics are covered in more depth, as required.

In order that a balanced, cohesive programme is offered, the school has a Head of PSHE, who will lead all aspects of preparation for the delivery of PSHE at Farlingaye. Sessions will be taught using a range of teaching methods and will ensure that sessions, including those on risky behaviours, remain positive by creating and maintaining safe and respectful classroom environments. Sessions will ensure that our young people make connections between their learning and 'real life' behaviours by using scenarios, 'real life' examples and role models.

We will determine our young people's prior knowledge at the start of each new unit of work and review this at the end. Our young people and staff will be surveyed to establish engagement and success of sessions delivered.

We promote the needs and interests of all students, irrespective of culture, religion, beliefs, ability, personal circumstance, gender identity or sexual orientation. We promote diversity and inclusion and consider all students' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to address diversity issues, to challenge prejudice and to promote acceptance and equality for all.

Form Tutors are encouraged but not pressurised to teach sex education. Other members of staff, with no form responsibilities, along with HOY and SLT, are used in the relationships and sex education programme to allow the possibility for working in smaller mixed groups. CPD and all teaching materials are provided to the team in advance.

To deliver certain topics in Years 7 to 11, we use local health experts, where available and appropriate. These visitors are rigorously briefed about the content and moral framework of the sessions they are to deliver. The school team goes to considerable lengths to provide quality assurance. Meetings are held and resources viewed prior to their visits to school and evaluation is done after the session through questionnaires. 'Drop-down days' and mornings will continue to be used where appropriate to cater for external speakers and to respond to immediate need, this may be for specific year groups or key stages.

Relationships and Sex education is primarily taught in mixed groups, in a relaxed, non-threatening atmosphere where questions may be asked without fear of humiliation and answered sensitively and honestly. Single sex sessions may be incorporated into Relationships and Sex Education sessions, due to need and sensitivities surrounding key topics. Students identifying by a gender identity other than male or female are welcome to attend whichever session they choose.

Links with other subject areas are essential for example Science, ICT & Computing. As part of RSE it is important that students recognise ways in which they could put themselves at risk, both in 'real' life and online. These will be signposted to students through the use of PSHE stickers so that the links between the content and curriculum are clear. These can include risks to their emotional and physical wellbeing, their safety, integrity and future career prospects. It is important to explore the risks, the law as it pertains to the downloading and distribution of images & information and safe ways of sharing personal information, social networking, online dating and sharing images. This links with our [Online Safety policy](#).

Different activities, teaching methods and use of language are planned so that the approach and content of the syllabus is adapted to meet the different ages, abilities and needs of the students.

Some elements of the syllabus are reinforced through the Science curriculums, within the same moral framework as the rest of the programme.

The Sexual Health Programme is reviewed and evaluated by the Pastoral team, (Heads of Year, Assistant Head in charge of PSHE, PSHE Lead and PSHE Liaison Governor).

### **Equality of opportunity and inclusivity**

We recognise the right for all young people to have access to PSHE and staff will identify students with additional needs (SEN, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the relationships and sex education programme.

Specialist provision may be offered when:

- The student has SEND needs that require a smaller group to deliver the topic.
- The student needs a different approach because of exposure to the topic before. E.g. Domestic abuse/ bereavement etc.

- The student may require a more individualised programme due to specific issues, eg. a student that has anger management issues not attending the standard stress lesson.

When planning the teaching of RSE, as with all classroom practice and pedagogy, our school takes into account the needs and characteristics of members of our school community: students' ability, age, cultural backgrounds, religious beliefs, family situations, Special Education Needs, gender identity, and sexual orientation. Through conversation and consultation with our student body, we are aware of the specific needs of our students. Our RSE programme ensure that all students can access our RSE provision.

### **Safe and effective practice**

High quality RSE is taught adhering to the school's agreed curriculum content which is age and stage appropriate, through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps. Teachers ensure the learning environment is safe by setting ground rules and using depersonalisation techniques embedded into pre-planned lessons.

The teaching of sensitive and controversial issues must not be avoided because they are difficult to teach and should be further supported by the senior leadership team to enable staff to deliver lessons safely and effectively.

### **Safeguarding & confidentiality**

Due to the nature of RSE, students' learning may result in them seeking advice or support on a specific personal issue. Staff know that they are not able to offer complete confidentiality; in the event of a disclosure staff know to contact the Designated Safeguarding Lead or alternates. Students are signposted to a range of in-school, local and national help and advice services.

Disclosures – If a teacher believes a student to be contemplating a course of action which is illegal or puts him/her physically or morally at risk, the teacher must ensure that the student is aware of the implications and is urged to seek appropriate advice. No teacher/professional/adult should ever agree/promise confidentiality but state they have a professional duty to report to and seek advice from the Safeguarding Team who will in turn decide the appropriate course of action. This team will in turn liaise with the Headteacher.

Advice to Individual Students – It would be inappropriate and therefore not encouraged for teachers to give advice about contraception or other aspects of sexual behaviour to individual students. The student should be encouraged to speak to the Behaviour Support Assistant or Inclusion Administrator, his/her/their parents, the School Nurse or the relevant health service professionals. Students can access the Student Wellbeing Clinic, which can provide as necessary, advice and counselling about; relationships, decision making, condoms, emergency contraception, pregnancy tests, Chlamydia screening, referrals to GP or iCASH Suffolk Clinics [www.icashsuffolk.co.uk](http://www.icashsuffolk.co.uk) (Orwell Clinic, Lindburgh Road, Ipswich) where appropriate. If the child is:

- Age 13 and under – this becomes a Safeguarding issue and the Safeguarding Designated Professional or alternate MUST be informed.
- Between the ages of 13-14 the case is discussed with the Safeguarding Team. Appropriate and agreed action should then follow.
- Age 14 or older and deemed to be competent to make a decision, then, following counselling, the School Nurse will respect their confidentiality as outlined in the Fraser Guidelines 1986 if they do not want their parent/carer to be informed.

Resources – All resources are previewed and discussed by the Co-ordinator for PSHE, in consultation with Student Support Officers before being used. This ensures relevance, reflects current trends and allows for 'at risk' students to be identified in advance of session delivery. External contributors and visitors are used because

of their specialist expertise about certain aspects of the programme. Visiting speakers are well briefed, made aware of the school's [Safeguarding Policy pack for visitors](#) and their contribution to the programmes thoroughly discussed and researched as referenced in our External Contributors Policy.

### **Year 12**

Year 12 students follow an age-appropriate bespoke PSHE package during the extended registrations and their Additional Studies lessons. They will also benefit from a number of workshops and presentations from school staff and external providers. This programme takes into account the significance of a recovery curriculum.

### **Year 13**

Year 13 students follow an age-appropriate bespoke PSHE package during the extended registrations and their Additional Studies lessons. They will also benefit from a number of workshops and presentations from school staff and external providers. This programme takes into account the significance of a recovery curriculum.

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### **Key Staff**

*As of February 2022*

Assistant Headteacher linked to Pastoral Team: Catherine Laird

PSHE Lead: Francesca Watson (Hollie Reed maternity cover)

PSHE Liaison Governor: Sarah Harris

Careers Advisor: Katherine Wild

Safeguarding Designated Team: Claire Hankers, Louise Gilmour and Vicky Stuart

Nursing Team: Emma Newson