



Relationships, Sex and Health Education Policy

Version:	3.0
Date reviewed:	February 2023
Review date:	February 2024
Approved by Governors:	14 March 2023

Introduction

At Fairfield School, *Relationships education, Relationships and Sex education and Health education* (RSHE) is linked to lifelong learning opportunities related to personal, spiritual, physical, moral, and emotional development and wellbeing. It is about the development and understanding of loving and caring relationships, trust, respect and family life. It may also include sexuality, sex and sexual health. It is taught as part of the wider *Personal, Social, Health and Economic education* (PSHE) curriculum. This policy is underpinned by the principles and values outlined in the [Kirklees Charter for RSHE](#) and complements the vision, value and ethos of Fairfield School. Our approach to RSHE focuses on attitudes and values, developing self-esteem and the skills to manage relationships and keep pupils safe.

Definitions

At Fairfield School we use the following terms to define the areas taught within the wider scope of RSHE:

- **RSHE:** Relationships Education, Relationships and Sex Education and Health education.
- **Health education:** Physical health and mental wellbeing.
- **Relationships education:** *The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.*
- **Sex education:** There is no agreed definition in the new RSHE guidance. In this policy the definition of sex education is 'how a baby is conceived and born' (reproduction and birth).
- **RSE:** Relationships and sex education.
- **PSHE:** Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed. policy.

Legislation and statutory guidance

At Fairfield School we are required to provide Relationship Education, Relationships and Sex Education and Health Education to all pupils.

The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which '*promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...*'
- Section 403 of the Education Act 1996.
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014).

Aims

Pupils and students should:

- Follow a developmentally appropriate programme, related to their personal needs and levels of maturity and understanding.
- Increase their factual knowledge of the human body in order to feel comfortable with their own body and sexual nature.
- Develop the learning outcomes from the [PSHE Association framework for SEND](#).

- Learn how to keep themselves safe and know where to seek help and support, if required.

Principles

As pupils develop it is important that they increase their understanding of their own bodies, instincts and feelings. A planned programme of RSHE learning will include:

- A whole school approach that involves parents, carers, governors and school staff etc.
- Pupils' views being listened to in an atmosphere of trust.
- Giving pupils the knowledge they need to make informed decisions about their health and well-being.
- Adherence to the school's safeguarding policy.
- Forming appropriate relationships.
- Developing self-awareness and body awareness.
- Understanding boundaries/private and public (touching and allowing others to touch).
- Learning how to communicate 'yes' and 'no' (consent).
- Sex education being delivered for the needs and maturity of all learners for whom this is deemed appropriate, at an appropriate individual level.
- Keeping safe, including online safety.
- Teaching of the RSHE curriculum will take into account issues such as sexuality, disability, ethnicity and faith.

The content and delivery of the RSHE curriculum at Fairfield School

The RSHE curriculum has been organised in line with the statutory requirements outlined in [Relationships Education, Relationships and Sex education \(RSHE\) and Health Education statutory guidance \(DfE,2019\)](#). The Department for Education introduced compulsory *Relationships Education* for primary pupils and *Relationships and Sex Education (RSHE)* for secondary pupils from September 2020. Also, from September 2020 it became compulsory for all schools to teach *Health Education*. RSHE is delivered both as a discrete subject and as a cross curricular theme, as part of the wider PSHE curriculum.

Given the diverse and varying abilities of our pupils in each year group, the teaching of RSHE will be individualised, with learning opportunities tailored to physical and emotional maturity, gender, and the cultural and social needs of individual pupils. Staff will be responsible for deciding when to include different aspects of the RSHE curriculum in their planning, in accordance with the needs of the pupils they teach, and in consultation with parents/carers. Our method of delivery is planned to be appropriate to the needs our learners, and may be in single sex groups, mixed small groups or individual lessons.

In *Relationships Education* pupils are taught about relationships in terms of friendships, emotions, appropriate interaction with others including online relationships. *Relationships and Sex Education* is compulsory at secondary age but will be delivered on an individualised, developmentally appropriate basis, dependent on need and level of cognitive ability. *Sex Education* may not be deemed relevant or appropriate for the cognitive abilities of all learners, including those of secondary age. Class teachers will use their professional judgement, in collaboration with parents/carers, to decide which pupils will participate in a programme of Sex Education. For those learners for whom this education is not deemed appropriate, the focus will instead be on relationships, body awareness, appropriate touch, communicating likes and dislikes and being safe. This is taught through social stories, intensive interaction, Tac-Pac, sensory massage, personal care and wellbeing activities. In *Health Education*, pupils will learn about how their body changes, feelings towards others and ways of looking after their mental, emotional and physical wellbeing.

Our aim is to include the following aspects, where appropriate, in our planned curriculums. This includes the statutory content as outlined by the DfE (see appendix 1 for full list of statutory requirements):

Pre Formal Curriculum	Semi-Formal Curriculum	Formal Curriculum	Post 16
<ul style="list-style-type: none"> Families and people who care for me Friendships and relationships Caring relationships Respectful relationships Gender Feelings and emotions Body awareness Communicating yes/no Being safe Turn taking 	<ul style="list-style-type: none"> Communicating choices Relationships Understanding & communicating feelings and emotions Public and private Being safe Appropriate touch and boundaries Rights, responsibilities and consequences Online relationships Internet safety and harms Physical health and fitness Healthy eating Hygiene Health and prevention Self-esteem Drugs, alcohol and tobacco Basic first aid Naming parts of the body and describing how their bodies work Gender Changing adolescent body (including puberty and menstruation) 	<ul style="list-style-type: none"> Families Respectful relationships, including friendships Communicating effectively Safeguarding and being safe Knowing how to ask for help and support Changing adolescent body (including puberty and menstruation) Intimate and sexual relationships, including sexual health Understand the reasons for having protected sex Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships Avoid being pressured into unwanted or unprotected sex Access confidential sexual health advice, support and if necessary treatment Know how the law applies to sexual relationships Mental wellbeing Self-esteem Online and media relationships Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid 	<p>The Post 16 curriculum builds on the skills learned in previous pathways, using ASDAN Personal Progress as a basis for developing learners' understanding of RSHE. Units taught may include:</p> <ul style="list-style-type: none"> Engaging with the world around you: people and friendships Using interpersonal skills to contribute to positive relationships Developing independent personal care Developing self-awareness: all about me Developing independent living skills: being healthy Getting on with other people Developing independent living skills: keeping safe

Safeguarding and Confidentiality

In managing RSHE, all staff need to have regard for issues of confidentiality. **Adults cannot and should not promise total confidentiality.** The boundaries of confidentiality should be made clear to pupils. There may be times when a pupil wishes to confide in a member of staff. Pupils and students need to be aware that school staff cannot guarantee absolute confidentiality. Fairfield School's Safeguarding Policy outlines areas of responsibility and referral procedures should a pupil confide in a member of staff regarding a matter causing concern. It should be only in exceptional circumstances that sensitive information is passed on against a pupil's wishes, and even then the school will inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral and professional duty to act upon.

Roles and responsibilities:

a. The Governing Board

- Ensure the school meets its statutory requirements in relation to relationships and sex education.
- Approve the RSHE policy.
- Hold the Headteacher to account for the implementation of the policy (checking the RSHE curriculum is well-led and effectively managed)

b. The Headteacher

- Oversee the development and implementation of the RSHE policy.
- Agree the curriculum delivery model (where it will be taught, the time allocation and staffing).
- Ensure RSHE is resourced, staffed, and timetabled to enable the school to meet its legal obligations and offer high-quality provision to all pupils.
- Enable staff to be suitably trained to teach relationships and sex education.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to excuse their child from sex education (including organising alternative education for any pupils withdrawn).
- Report to the Governing Board on the implementation and effectiveness of the policy.
- Review the policy (on an annual basis)

c. Lead teachers for PSHE and RSHE

- Support the development and implementation of the RSHE policy.
- Develop the school's PSHE/RSHE curriculum and delivery model.
- Ensure teaching and learning is appropriate to individual learners' understanding and level of ability.
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- Provide teachers with resources to support RSHE delivery.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum

d. All teachers of RSHE

- Know and act in accordance with the RSHE policy.
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- Consider how their personal views and/or beliefs might impact their teaching of RSHE.
- Monitor pupil progress in line with school policy.
- Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- Respond professionally and appropriately to any parent who has withdrawn their child from sex education.
- Share any concerns they may have about teaching RSHE with the lead teacher and/or Headteacher. Staff do not have the right to opt out of teaching RSHE.

Policy Development

The RSHE policy at Fairfield School has been developed following consultation with the whole school community. The process of policy development involved the following steps:

- A lead member of staff and/or RSHE working group reviewed the current provision.
- DfE guidance and information about RSHE was shared with stakeholders (children, staff, parents, and governors).

- Knowledge of the local school context and the needs of individual learners helped us to understand the needs and priorities of our school community.
- Stakeholder engagement sessions were held so everyone could understand what matters to the children, young people, and adults in our school community.
- A draft policy was shared with stakeholders for comments. These comments were considered by the Governing Board and/or RSHE working group.
- The policy was ratified (adopted) by the Governing Board.
- The policy was shared with parents and is available on the school website.

Parental / Carer Involvement

Fairfield welcomes and encourages support from parents/carers and governors, and seeks ways to enhance this involvement where possible. Parents should be made aware by staff that Fairfield School has a policy on RSHE and considers their support essential.

Parents will be consulted and encouraged to be involved with programmes or procedures relating to their child's specific needs. Fairfield School informs parents about aspects of RSHE they are delivering to build a stronger dialogue between school and home. This will assist parents to be clear about what is being taught and are reassured that good RSHE will give their children the knowledge, skills and confidence to make informed, safe choices. Parents can view the materials used in school and discuss the content of the RSHE programme with school staff.

We believe that parents/carers can play an important role in reinforcing RSHE, educating their children about sex and relationships and keeping them safe. Additional RSHE support may be provided for targeted individuals and small groups when specific needs have been identified or specific requests have been made through other channels, e.g. when a pupil's behaviour is putting them at risk.

Parents/carers have the right to withdraw their children from the 'sex' elements of RSHE. The parental right of withdrawal extends to all pupils including those over compulsory school age. A parent/carer who wishes to exercise their right of withdrawal should contact the head teacher. Fairfield School will offer parents an opportunity to talk about their concerns regarding RSHE. (See appendix 2 for a sample withdrawal form).

Monitoring the quality of provision for RSHE

- The provision lead for PSHE is responsible for monitoring the quality of teaching and learning (see roles and responsibilities).
- The RSHE link governor will meet with the subject lead to discuss the effectiveness of RSHE curriculum.
- The subject lead will report to the Headteacher and governing board on the quality of provision and effectiveness and highlight any concerns.

Policy review

- The governing board is responsible for approving this policy.
- The policy will be reviewed on an annual basis by the PSHE/RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.
- The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Appendix 1: Table of statutory contents

Key stage 1 & 2		Key stage 3 & 4	
Relationships Education (DfE guidance para. 62, page 20)	Health Education (para. 96, page 32)	Relationships Education (para. 81, page 27)	Health Education (para. 103, page 36)
<ul style="list-style-type: none"> Families and people who care for me Caring relationships Respectful relationships Online relationships Being safe 	<ul style="list-style-type: none"> Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body (including puberty and menstruation) 	<ul style="list-style-type: none"> Families Respectful relationships, including friendships Online and media Being safe Intimate and sexual relationships, including sexual health 	<ul style="list-style-type: none"> 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

Appendix 2: Sample form to be used for parental withdrawal from Sex Education delivered as part of the RSHE/PSHE curriculum

Parental withdrawal from sex education delivered as part of the RSHE/PSHE curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	