

Harlow Fields School & College Relationship & Sex Education Policy




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COMMITTEE: FGB

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Signed by the Chair of Governors:	

Introduction

This policy reflects the UK Department for Education (DfE) guidance on RSE the values, ethos and philosophy of Harlow Fields School and College in relation to the teaching of Relationship and Sex Education. This ensures that young people are equipped with the knowledge and skills they need to navigate relationships and make informed decisions about their sexual health. It provides guidance on, content, planning, teaching and assessment. The Relationship and Sex Education Policy is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available for interested parties.

At Harlow Fields School the main aim of Relationship and Sex Education is to help and support pupils through their physical, emotional and moral development. It promotes pupils respect for themselves and others and supports the transition from childhood through adolescence and into adulthood.

It is recognised that the prime responsibility for bringing up children rests with parents and carers, and that they are key figures in helping their child to cope with the emotional and physical aspects of moving into adolescence and adulthood. We understand the value of collaborating with parents and carers to provide them with accurate and relevant information about their child's learning experience, including Relationships and Sex Education (RSE). We believe that open communication and a positive partnership between families and our school community are essential in supporting our pupils' development and wellbeing. Teaching at the school therefore aims to be complementary and supportive to the role of parents and carers.

Rationale

The aim of teaching Relationship and Sex Education in the curriculum is primarily to help and support young people through their physical, emotional and moral development. A programme, firmly rooted in the school's framework for Personal, Social and Health Education and Citizenship will help young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Relationship and Sex Education should contribute to promoting the spiritual, moral, cultural, mental, and physical development of learners at school and within society and preparing learners for the opportunities, responsibilities and experiences of adult life. From September 2020, Relationships and Sex Education (RSE) will become statutory in all secondary schools in England and Relationships Education (RE) will become statutory in all primary schools in England.

Aims of Relationships and Sex Education

In order to learn about physical, moral and emotional development, three main elements have been identified within the Statutory Framework for RSE:

Attitudes and values

- Learning the value of respect, love and care
- Learning the value of family life and stable relationships
- Developing an awareness and understanding of values and morals
- To make pupils aware that meaningful relationships are built on trust

Personal and social skills

- Learning to manage emotions and relationships
- Developing respect for self and others
- Learning to make informed choices and understanding the consequences
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and understanding

- Learning about physical development at appropriate stages
- Learning about human sexuality, reproduction, sexual health, emotions and relationships
- Learning about contraception and the range of support services available

The implementation of RSE and RE at Harlow Fields will be based on the personal development needs of individual learners as well as identified Outcomes from their Education and Health Care Plan (EHCP).

Equal Opportunities

The race, ethnicity and cultural background as well as the interests, strengths and needs of individuals must be considered in deciding on appropriate teaching content and strategies. Teachers will provide any other, adaptations, specific teaching techniques and specialist resources required to overcome individual barriers to learning. The entitlement of all learners to a full curriculum is acknowledged. Relationship and Sex Education is for all learners in school. However, parents/carers have the right to withdraw their child from all or part of the Relationship and Sex Education provided at school except for those parts included in the statutory National Curriculum. (See Appendix A Letters to parents)

Organisation

Individual class teachers are responsible for their own class organisation and teaching style in relation to Relationship and Sex Education, while at the same time ensuring that these complement and reflect the overall aims and philosophy of the school. Personal beliefs and attitudes of teachers will not influence the teaching of Relationship and Sex Education within the Personal, Social and Health Education and Citizenship framework. A positive promotion of multi-cultural diversity is reflected in the teaching of Relationship and Sex Education. Learners are given the opportunity to work as part of a group and/or as individuals. The learning task or activity, the nature of the topic being studied and the resources being used will determine the choice of class organisation.

Delivery of Relationship and Sex Education is not the sole responsibility of schools. Members of the wider community, such as health professionals and social workers may have a part to play in delivering this aspect of the curriculum, and should abide by the school's policy. Issues relating to confidentiality may have to be considered.

Teachers and Learning Support Assistants cannot offer or guarantee pupils unconditional confidentiality. Staff will be aware that, as a result of teaching Relationship and Sex Education, discussion about what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. The Safeguarding Policy would then need to be implemented.

Curriculum

Within Key Stage 1, 2 and 3 Relationship and Sex Education is an explicit part of Harlow Fields PSHE and Citizenship Scheme of Work.

The combined PSHE and Citizenship framework is developed through five broad themes. Which are

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people
- Relationship and Sex education.

A long-term plan has been developed for each key stage which encompasses all of these themes. There is also a unit covering reproduction that is covered as part of the Science curriculum. However, it is also important to study reproduction in the light of 'relationships', hence the opportunities to discuss issues within PSHE and Citizenship Lessons.

Lower School have opportunities for continual development of identity and self-awareness. These are built into daily practice and all Lower school themes. For some older or more able pupils, individual sessions can be organized with the class teacher or school nurse using more in-depth resources available.

Upper School have opportunities to look at Relationship and Sex Education as part of themes for PSHE as indicated in the Curriculum map below:

Year	Autumn	Spring	Summer
A	Work Skills Identify range of jobs including likes and dislikes. Work skills Role play of jobs Visits Producing a CV	Rights and Responsibilities Personal R&R Roles around school and in the community. Local Council Voting Parliament and general elections.	Being Healthy Healthy lifestyles including eating and exercise. Doctors, dentists and community health services. Smoking and drugs awareness Public and private behaviour (must include SRE)
B	Managing my own Money Where money comes from Personal and household budgeting Pricing essential items, luxuries and activities Debt, bank accounts and credit cards.	Health and Safety. Basic first aid skills Practical work. Talk from school nurse. How to make emergency calls Visit to/from Fire service. Public and private behaviour (must include SRE)	Travel training Safety rules and requirements when out and about Road safety Visit - Travelling by bus and train. Journey planning and timetables.
C	Home management. Basic skills – bed making, washing and Ironing. Basic food Hygiene. Use of equipment	Personal Hygiene Public and private behaviour (may include SRE) Items used for personal care. Basic skills and instructions Work of hairdresser, beautician, etc.	Making the Most of Leisure time Likes and dislikes. What is available locally Trying out a new activity. Evaluating active and relaxing activities.

At Key Stage 4 sex education is studied in depth through the appropriate exam syllabus and scheme of work. Social and moral aspects of relationships are delivered through the PSHE education programme. Within the Sixth Form department pupils will work within the Framework of the ASDAN Entry Level PSD and Personal Progress.

Pupils with more profound learning difficulties will follow individually tailored programmes to support individual needs when they arise.

Certain elements of the programme such as the appropriateness or otherwise of certain forms of physical contact, and public and private behaviour, may be taught on an ongoing cross curricular basis.

In particular the Relationship and Sex aspect of the curriculum will provide pupils with opportunities at their level of understanding to

- Develop an awareness, knowledge and understanding of themselves.
- Develop personal qualities and attitudes
- Promote the development of all pupils with respect to their bodily self, social and political self, sexual self and moral self
- Understand the concept of male and female
- Recognise and name parts of the body
- Recognise the physical and emotional changes that take place at puberty
- Learn about human reproduction and contraception within the importance of relationships
- Develop an awareness of the importance of personal hygiene
- Recognise the dangers of high risk behaviours including sexually transmitted infections
- Recognise the importance of privacy
- Learn about the nature of friendship and how to make and keep friends
- Recognise that within society there is a range of lifestyles and relationships

- Learn about the role and importance of marriage in family relationships
- Recognise the role and feelings of parents and carers and the value of family life
- Understand the responsibility of bringing up children.

Pupils will have the opportunity to

- Talk about social and moral issues
- Develop relationships
- Meet with professionals who can give advice on health matters
- Feel positive about themselves

All classes will have discrete PSHE lessons in which elements of Relationship and Sex education will be taught.

We understand the value of collaborating with parents and carers to provide them with accurate and relevant information about their child's learning experience, including Relationships and Sex Education (RSE). We believe that open communication and a positive partnership between families and our school community are essential in supporting our pupils' development and wellbeing. Parents will be notified in writing, informing them of the policy, the teaching content and materials to be used before the discrete units on Relationship and Sex Education are delivered in either PSHE or Science.

Parents who wish to withdraw their child from any aspect of the school's SRE programme should notify the Head Teacher in writing, whilst understanding that RSE is mandatory in all schools.

Generally, all sessions will be delivered to mixed sex groups. However, it may be appropriate to address aspects of the curriculum such as masturbation and menstruation in single sex groups.

Resources including books, videos and self-care products will be updated and maintained by subject coordinator. School staff will continue to liaise with the school nurse and other professionals to develop resource packs and information for teachers and parents.

Involvement of the wider community

The school nurse and other health professionals may be involved in the delivery of some aspects of the SRE curriculum, particularly more targeted programmes to individuals where a need has been identified. It is also recognised that parents and carers are key figures in helping children to cope with the physical and emotional challenges of growing up.

Assessment and record keeping

An end of year assessment for each pupil takes place using the B-Squared criteria for PSHE. Other forms of formative assessment include evaluating personal learning targets and individualised learning objectives within medium and short term planning. Assessment and evaluation may also be related to Risk Reduction Plans. Pupils are involved in the assessment process wherever appropriate and possible.

Review of the policy

The policy will be reviewed in line with whole school procedures

Appendix A

Exemplar Letters

Dear Parents,

We are organising a topic for our class to cover the curriculum relating to Relationship and Sex Education. This is an area where all parents have strong concerns and in the case of our pupils this is heightened by their obvious vulnerability and possible difficulties with communication.

The sessions will focus on gender recognition, to confirm that the pupils are sure about male and female. We will then move on to body parts. We feel it is important to teach the correct names for the body parts to help pupils with medical matters in later life.

We will look at personal hygiene and then do some work on life cycles, puberty and, for the girls, menstruation. At this early stage we will not discuss intercourse, but will mention pregnancy. There will also be a strong emphasis on public and private with regard to our bodies and behaviour and work on different relationships.

We have some anatomically correct cloth figures which will be introduced to the class. These will be clothed and will only be undressed at suitable times to help with the ideas we will be discussing.

The sessions will start as whole group activities, but our school nurse, will be available to have small group and individual sessions as necessary.

It is a legal requirement for me to ask permission from you for your child to attend these sessions. Please sign and return the consent form below and if you have any questions please let me know when it is convenient and I will phone you to discuss them.

Yours faithfully

Class teacher.

I give permission for _____ to attend Relationship and Sex Education sessions.

Signed _____ Parent/Carer.

Date _____

For KS4 Examination groups

Dear Parents and Carers,

We will be covering a topic relating to Relationship and Sex Education as part of the KS4 science Entry Level examination. This is an area where all parents may have concerns and in the case of our pupils this is heightened by their obvious vulnerability and possible difficulties with communication. The sessions include work on life cycles, body parts, puberty and menstruation.

At this stage we will begin to discuss intercourse, conception, pregnancy and contraception. There will also be a strong emphasis on public and private with regard to our bodies and behaviour and work on different relationships, child development and issues relating to families.

We have some anatomically correct cloth figures which may be introduced to the class. These will be clothed and will only be undressed at suitable times to help with the ideas we will be discussing.

The sessions will start as whole group activities, but the school nurse will be available to have small group and individual sessions as necessary.

It is a legal requirement for me to ask permission from you for your child to attend these sessions. Please sign and return the consent form below and if you have any questions please let me know when it is convenient and I will phone you to discuss them.

Yours faithfully

Science/SRE teacher.

I give permission for _____ to attend Relationship and Sex Education sessions.

Signed _____ Parent/Carer.

Date _____

For 6th Form Pupils

Dear Parents and Carers,

We will be covering a topic relating to Relationship and Sex Education as part of the K.S.5 work on Personal, Social and Health Education. This is an area where all parents may have concerns and in the case of our young people this is heightened by their obvious vulnerability and difficulties with communication.

The sessions will include work around hair hygiene, mouth hygiene, smoking, cancer screening, sexual education, and sexually transmitted diseases.

The sessions will start as whole group activities, but the school nurse will be available to have small group and individual sessions if necessary. The sessions will be linked to Functional skills in ICT and Literacy with pupils preparing power points for a presentation assembly.

For pupils under 16 it is a legal requirement to ask permission from you for pupils to attend these sessions, but as Sixth Form pupils are all over 16 this letter is for information only.

Yours faithfully

SRE/ ICT teacher – Sixth Form
