

# Forest Way School

## Relationships and Sex Education Policy

Name: GAIL SEATON

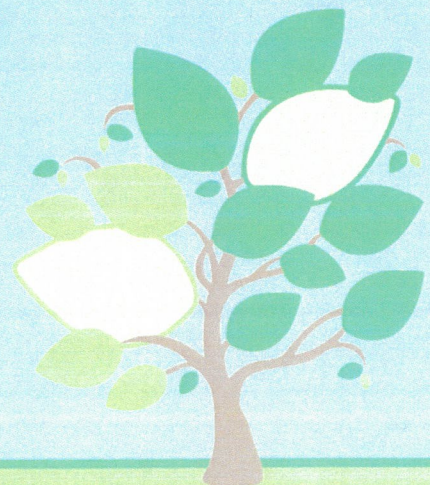
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Title: HEAD

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Statutory

Non-Statutory



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### 1. Policy statement

RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings (Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2019). Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being. Other related policies and documents include the Anti-Bullying Policy (part of our Behaviour and Discipline policy), Equality Policy and Child Protection Policy.

### 2. Aims

At Forest Way School we aim for all our pupils to be as independent as possible, to have the highest level of communication possible, to achieve their potential and to be safe and happy. Delivering high quality RSE is crucial to ensure all pupils achieve this.

The aims of relationship and sex education (RSE) Forest Way 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 and mutual respect, confidence and empathy.
- › Create a positive culture around issues of sexuality and relationships and to show respect and tolerance towards others who may have different backgrounds, cultures, feelings, views, and sexuality or be of a different gender.
- › Teach pupils the correct vocabulary to describe themselves and their bodies.

- › Improve communication about relationships and emotions and how they change and evolve.
- › Recognise and assess potential risks.
- › Encourage confidence and assertiveness including seeking help and support when required.
- › Allow pupils to be able to make informed choices and understand consent from the most basic level.
- › Help pupils understand UK law relating to sex and sexual activity.

These aims are based on the following principles:

- › The right of people to hold their views within the boundaries of respect for the rights of others.
- › The acceptance of the responsibility for and the consequences of personal actions.
- › The right not to be abused by or taken advantage of by other people.
- › The right to accurate information about sex and relationships.
- › The ability to sympathise with the way another person feels.
- › The value of stable loving relationship.
- › Mutual support and co-operation.
- › Honesty and openness.
- › Self-respect.

### 3. Statutory requirements

According to the statutory guidance **Relationships and Education, Relationships and Sex Education and Health Education** 2019 (last updated September 2021), Relationships Education (is) compulsory in all primary schools in England and Relationships and Sex Education (is) compulsory in all secondary schools.

At Forest Way School we teach RSE as set out in this policy. Our scheme of work is tailored to the needs of our pupils and individual needs are considered.

### 4. 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 – The original policy for RSE was reviewed by the Headteacher and PSHE coordinator and suggestions were made for inclusion in the new policy, alongside the new statutory 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 carers were invited to feedback about the content of our RSE curriculum, were informed of their

rights to withdraw their child and were also invited to ask any further questions about RSE in school.

4. Pupil consultation – Pupils were invited to give their opinions about the RSE they receive in school.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **5. Definition**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity personal safety and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

## **6. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

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

For further information about our curriculum, see our curriculum map in Appendix 1.

## **7. 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) and PSHE (Personal Social Health and Economic) lessons.

Across all Key Stages, pupils will be supported with developing the following skills:

- › Communication, including how to manage changing relationships and emotions.
- › Recognising and assessing potential risks.
- › Assertiveness.
- › Seeking help and support when required.
- › Informed choices and decision-making.
- › Self-respect and empathy for others.
- › Recognising and maximising a healthy lifestyle.
- › Managing conflict.
- › Discussion and group work.



These skills are taught within the context of family life but also as part of the wider world.

The pupils are taught a set curriculum which is outlined in the curriculum map (Appendix 1). All pupils' individual needs are considered by our class teachers and the teaching is adapted to meet those needs. RSE is a subject that is not only taught in standalone lessons but is often recapped and covered throughout the day during other lessons and activities.

## **8. Roles and responsibilities**

### **8.1 The Trustees**

The Trustees will approve the RSE policy annually and hold the headteacher to account for its implementation.

### **8.2 Subject coordinator**

The PSHE/RSE coordinator is responsible for ensuring that RSE is taught consistently across the school.

### **8.3 Staff**

Forest Way School 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 SLT.

### **8.4 Pupils**

Pupils are expected to engage as much as individually possible in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Each session is taught following a set of group rules the pupils will have input into.

## **9. Parents' right to withdraw**

Parents of Primary aged pupils do not have the right to withdraw their child from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of RSE up until the 3<sup>rd</sup> term before their 16<sup>th</sup> birthday. After this, pupils have the right to consent to the non-science/non statutory parts of RHSE. Parent opinion will still be sought and the capacity of the pupil to make their own decisions will be taken into consideration.

Permission will be sought from parents/carers prior to the commencement of the teaching of RSE.

Requests for withdrawal will be an optional response to a permission letter. The class teacher will be informed of the parents'/carers' decision to withdraw and will report any

concerns they have to their head of department or PSHE coordinator. Teachers should try and work with parents/carers to deliver as much RSE as possible without contradicting parent's/carer's wishes (e.g. discussing which non statutory/ non-science elements parents/carers might be comfortable with their child learning). Alternative work will be given to pupils who are withdrawn from RSE.

## **10. Training**

Staff are trained on the delivery of RSE as part of CPD.

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

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Leanne Larder through:

- Planning scrutiny
- Learning walks and observations
- Meeting with or feedback questionnaires given to teachers and class teams.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE/RSE subject coordinator: Leanne Larder (Assistant Headteacher). At every review, parents will be consulted and the policy will be approved by Gail Seaton and the Trustees. The next policy renewal will take place in August 2022.



## Appendix 1: Curriculum map

### Relationships and Sex Education curriculum map

#### Acorns (Primary)

In EYFS/Key stage 1, PSED is taught twice a week and planning is taken from the EYFS development matters document. They cover 1 lesson on emotions, learning about feelings and their behaviours, and 1 lesson on relationships.

In Key stage 2 PSHE is taught as a class-based session on a rotational basis every half term. Planning is taken from the PSHE association and is in line with statutory guidelines. Planning is detailed in key stage medium term plans which can be found in the whole school planning file on B drive. PSHE & RSE are taught as a rolling programme (\*RP), as key stages are mixture of KS1 or KS2 year groups.

		<b>Acorns (Primary)</b>						
<b>Term</b>		<b>1: Families and People who care for me.</b>	<b>2: Caring Friendships.</b>	<b>3: Respectful Friendships.</b>	<b>4: Online Relationships.</b>	<b>5: Being Safe.</b>	<b>6: Body Awareness.</b>	
<b>EYFS and Key Stage 1</b>	<b>Relationship and Health Education</b>	EYFS	My Family	My Class	All About Me	Using Technology	Class Rules	Likes and Dislike
		<b>KS1 RP year 1</b>	My Extended Family	Feelings and Emotions	All About You	Personal Information	School rules	My Body Parts
		<b>KS1 RP year 2</b>	My Friends Family	Sharing	Us: Same/Different/Similar	Online Rules	Me and my body	What My Body Needs
<b>Term</b>		<b>1: Mental Wellbeing.</b>	<b>2: Healthy Eating.</b>	<b>3: Health and Prevention.</b>	<b>4: Internet Safety and Harms.</b>	<b>5: People who Help Us</b>	<b>6: Physical Health and Fitness</b>	
<b>EYFS and Key Stage 1</b>	<b>Physical and Mental Health</b>	EYFS	What makes me Happy	The 5 Senses	Hand washing	Using Technology	My Family	Action Songs
		<b>KS1 RP year 1</b>	What makes me Sad	The Needs of My Body	Catch it, Bin it, Kill it.	Personal Information	My School	Daily Dance
		<b>KS1 RP year 2</b>	Sharing Feelings	Likes/Dislikes, Food and Drink	Spots, Itches and Tummy Ache	Online Rules	My Community	Quick Think Fitness



<b>Term</b>		<b>1: Families and People who care for me.</b>	<b>2: Caring Friendships.</b>	<b>3: Respectful Friendships.</b>	<b>4: Online Relationships.</b>	<b>5: Being Safe.</b>	<b>6: Body Awareness.</b>	
<b>Key Stage 2</b>	<b>Relationship and Health Education</b>	KS2 RP year 1	Family Relationships	What makes a good friend	Manners and Respect	Online Gaming	My Community	What animals Need
		KS2 RP year 2	A happy Home	Healthy Relationships	Bullying	Friend or Foe	Friendly and too Friendly	Keeping Healthy - Exercise
		KS2 RP year 3	Other Families	Feelings and Emotions	My Community	CEOP	Who can help?	Diet and Healthy Foods
		KS2 RP year 4	Family Commitment	Bullying	Celebrating Difference	Reality VS Fantasy	Privacy - Online and Offline	My Body Now
<b>Term</b>		<b>1: Mental Wellbeing.</b>	<b>2: Healthy Eating.</b>	<b>3: Health and Prevention.</b>	<b>4: Internet Safety and Harms.</b>	<b>5: First Aid/ Changing Adolescent body.</b>	<b>6: Physical Health and Fitness</b>	
<b>Key Stage 2</b>	<b>Physical and Mental Health</b>	KS2 RP Year 1	My Behaviours	Fruit and Vegetables	Dentists and Doctors	Online Gaming	999 - Emergency	Mindfulness
		KS2 RP Year 2	Teams and Triumphs	A Healthy Diet	Sleep and Exercise	Friend or Foe	First Aid	Fit or Fat
		KS2 RP Year 3	Alone and Altogether	Preparing Healthy Foods	Seasons and Safety	CEOP	Puberty - Changes in Body	Teams and Triumphs
		KS2 RP Year 4	The Good, The Bad and the Support	The Effects and Risks of Unhealthy Food	My Body - Keeping Clean	Reality VS Fantasy	Puberty - Changes in feelings	Effective Exercise and the Impact



## Oaks (Secondary)

PSHE is taught in ability groups weekly. Planning is taken from the PSHE association SEND scheme of work. Planning is detailed in key stage medium term plans which can be found in the whole school planning file on B drive. KS4/5 will cover and recap some KS3 content in greater detail where appropriate. Pupils will also complete a sex education topic. PSHE & RSE are taught as a rolling programme (\*RP), as key stages are a mixture of KS3, 4 or 5 year groups.

Oaks (Secondary)							
<b>Term</b>		<b>1: Families</b>	<b>2: Respectful Friendships, including Friendships.</b>	<b>3: Reproduction</b>	<b>4: Online and Media.</b>	<b>5: Being Safe.</b>	<b>6: Intimate and Sexual Relationships, Including Sexual Health.</b>
<b>Key Stage 3</b>	RP Year 1	My Family	What makes a good friend	Body Parts (male and female)	Using Technology	Me and my body	Friend or More?
	RP Year 2	My Extended Family	Bullying	Reproduction in Animals (laying eggs)	Personal Information	Who can help me? (personal care)	Body Parts (Reproductive parts)
	RP Year 3	Family Relationships (Inc. my own)	Friend or More?	Reproduction in Animals (Mammals)	Online Rules	My Community	Masturbation
<b>Term</b>		<b>1: Mental Wellbeing.</b>	<b>2: Healthy Eating.</b>	<b>3: Changing Adolescent body.</b>	<b>4: Internet Safety and Harms.</b>	<b>5: Basic First Aid</b>	<b>6: Physical Health and Fitness</b>
<b>Key Stage 3</b>	RP Year 1	What makes me Happy	The 5 Senses	Body Parts (male and female)	Using Technology	First Aid for Minor Injuries.	Sports and Hobbies
	RP Year 2	What makes me Sad	The Needs of My Body	Reproduction in Animals (laying eggs)	Personal Information	Danger Awareness	Exercise and Confidence
	RP Year 3	Sharing Feelings	Likes/Dislikes, Food and Drink	Reproduction in Animals (Mammals)	Online Rules	999 – Emergency (inc. CPR)	Fit or Fat



<b>Term</b>		<b>1: Families</b>	<b>2: Respectful Friendships, including Friendships.</b>	<b>3: Reproduction</b>	<b>4: Online and Media.</b>	<b>5: Being Safe.</b>	<b>6: Intimate and Sexual Relationships, Including Sexual Health.</b>
<b>Key Stage 4</b>	RP Year 1	Different Relationships	Feelings and Emotions	Reproduction in Humans (Menstrual Cycle)	Online Gaming and Social Networking	My Feeling towards others	Contraception – Support Available
	RP Year 2	Happy and Healthy Relationships	Fighting Stereotyping	Safe Sex	Friend or Foe	Saying No is OK – (Physical and sexual abuse)	Saying No is OK – Sexual consent
<b>Term</b>		<b>1: Mental Wellbeing.</b>	<b>2: Healthy Eating.</b>	<b>3: Changing Adolescent body.</b>	<b>4: Internet Safety and Harms.</b>	<b>5: Health and Prevention.</b>	<b>6: Physical Health and Fitness</b>
<b>Key Stage 4</b>	RP Year 1	Emotions (anxiety, sadness, depression)	A Healthy Diet	Reproduction in Humans (Menstrual Cycle)	Online Gaming and Social Networking	Dentists and Doctors	Mindfulness
	RP Year 2	Choices and their effects	Preparing Healthy Foods	Safe Sex	Friend or Foe	Sleep and Exercise	Teams and Triumphs
<b>Term</b>		<b>1: Families</b>	<b>2: Respectful Friendships, including Friendships.</b>	<b>3: Reproduction</b>	<b>4: Online and Media.</b>	<b>5: Being Safe.</b>	<b>6: Intimate and Sexual Relationships, Including Sexual Health.</b>
<b>Post 16</b>	RP Year 1	Sexual Relationships and Consent	Equality	Reproduction in Humans (Growth of a foetus)	CEOP	Friend or Foe (Grooming, coercion, harassment)	Healthy Relationships
	RP Year 2	Marriage and Commitment	Healthy Relationships	Safe Sex and STI's	Reality VS Fantasy	Who can help me?	Safe Sex and STI's



	RP Year 3	Parenthood	Consent – Sexual Harassment	Safe Sex and STI's	Harmful Online Content	Online Rules and Data Footprint	Pregnancy (choices and alternatives)				
<b>Term</b>		1: Mental Wellbeing.	2: Healthy Eating.	3: Tobacco, Drugs and Alcohol.	4: Internet Safety and Harms.	5: Health and Prevention.	6: Physical Health and Fitness				
<b>Post 16</b>	RP Year 1	My Behaviours	Nutrients	Alcohol and the effects	CEOP	My Body – Keeping Clean	Effective Exercise and the Impact				
	RP Year 2	Teams and Triumphs	The Effects and Risks of Unhealthy Food	Drugs and the effects	Reality VS Fantasy	My Body – Signs and Symptoms	Healthy Body = Healthy Mind				
	RP Year 3	Alone and Altogether	Preparing Healthy Foods	Illegal Substances and the Law	Harmful Online Content	Community Health Care	Teams and Triumphs				