



FARNBOROUGH HILL
WHOLEHEARTEDLY

RELATIONSHIPS AND SEX EDUCATION POLICY

Draft – Under Review

This policy should be read in conjunction with:

- PSHEE Policy
- School Counselling Policy

At Farnborough Hill, we recognise the curriculum entitlement of all pupils to Relationships and Sex Education (RSE) and adhere to the Government's statutory guidance on this subject as published in 2019.

Relationships and Sex Education is taught at Farnborough Hill to help pupils reflect on their relationships and recognise the qualities that enable relationships to grow and develop positively, to explore the meaning and value of life, and to develop an appreciation of the values of family life.

RSE is taught within and alongside a framework of Christian values, remaining faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today. Our aim is to provide a positive view of human sexuality and the dignity of the human person whilst exploring and promoting virtues which are essential to promoting that respect and dignity. Our RSE curriculum equips young people to make practical judgements about the right thing to do in particular circumstances, based on the understanding that love is central to, and the basis of, meaningful relationships.

Programme of Study

Relationships and Sex Education will help to form and inform pupils for the opportunities, responsibilities and experiences of adult personal relationships. Our RSE curriculum provides a well-balanced, comprehensive programme which promotes the spiritual, moral, social, cultural and physical development of pupils at the School and of society, and prepares such pupils for opportunities, responsibilities and experiences of adult life. It is designed to introduce topics at appropriate developmental points, in an age-appropriate way, in order to be sensitive to the needs of the individual pupil, recognising the mix of pupils with different sexual orientations, genders and faith and family backgrounds.

Relationships and Sex Education is embedded into our PSHEE programme, where we broadly follow the PSHE Association's programme of study. Elements of RSE are also taught in Biology and Religious Education, as detailed in the appendix to this policy. Further details of topics covered in PSHEE lessons, and the context in which they are covered, can also be found in the appendix of the PSHEE Policy.

We regularly discuss schemes of work and content with students in all year groups to ensure that our offer is consistently relevant and useful. Pupil feedback is sought via Form Tutors and Heads of Year, and passed on to the PSHEE Co-Ordinator for review. Pupils are often involved in the structure and content of their PSHEE Days, especially in Key Stage 4 and Key Stage 5, either via active involvement in choosing and planning content, or by providing feedback and ideas for development afterwards.

Teaching

Relationships and Sex Education is taught by a combination of PSHEE, Religious Education and Science teachers, who also draw upon the expertise of the School Nurse, School Counsellor and the Chaplain

where required. External speakers also deliver sessions on Relationships and Sex Education as part of PSHEE Days and through year-group talks. This approach provides a range of time, places and people with whom pupils can explore and develop their views and share their concerns, confident that they will be listened to sensitively. Farnborough Hill is a place where everyone should feel valued for their innate dignity, even if young people are struggling to find themselves.

The PSHEE Co-Ordinator, the Head of RE and members of the Biology Department who teach Relationships and Sex Education attend in service training as available, and regular INSET training is provided for Form Tutors in their role as PSHEE teachers.

Assessment and Reporting

The delivery of PSHEE and RSE is monitored by the PSHEE Co-Ordinator, supported by the Heads of Year, through consultation with pupils and Form Tutors, and via regular learning walks. Pupils' development in RSE is monitored by Form Tutors, through discussion and other activities as part of the PSHEE curriculum.

Parents receive a full written report on their daughter's progress in PSHEE as part of the annual report cycle and, where appropriate, this will cover the relevant aspects of RSE.

Confidentiality

At Farnborough Hill we would hope to create within the classroom an environment of support where everyone feels comfortable about expressing their views and concerns. However, members of staff cannot and should not promise total confidentiality. If a pupil asks for help or advice from any member of staff it should be made very clear that any disclosures may be passed onto the Deputy Head - Pastoral as the Designated Safeguarding Lead (DSL), or one of the Deputy Designated Safeguarding Leads (DDSLs).

Child Safeguarding Procedures

All issues of a safeguarding and child protection nature are referred in the first instance to the Deputy Head - Pastoral as DSL. If the Deputy Head - Pastoral is unavailable then referrals are made to one of the DDSLs. If neither is available, staff should refer to the Head's PA who will make further contact as appropriate. Additionally, the School Nurse is always available for pupils to discuss issues pertaining to safeguarding matters and, depending on the nature of the issue, it may sometimes be appropriate to advise pupils to seek advice and support from the School Nurses.

Child Withdrawal Procedure

Parents are the first teachers of their children and have the most significant influence in enabling them to grow and mature and to form healthy relationships. Our teaching of PSHEE and specifically RSE is positioned alongside this premise and all parents have access to the school's Relationships and Sex Education Policy. At the start of each academic year, the Heads of Year will write to parents outlining the PSHEE and RSE topics that their daughter will be studying during the course of the year, along with letters from the PSHEE Co-Ordinator prior to PSHEE Days and year group talks as appropriate. Through these communications, and events such as Pastoral Parents' Evenings, as well as regular informal contact between Heads of Year and parents, feedback is sought and relevant staff available for consultation and discussion where required.

Parents have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of the PSHEE and RSE programme and, if parents do wish to withdraw their daughter they must write to the Head in the first instance to request this. Parents may make requests to withdraw their daughter up to and until three terms before the pupil turns 16. After that point, if the child wishes to receive sex education, rather than be withdrawn, the School will make arrangements to provide the child with sex education during one of those terms. Before granting any such request, the Head will discuss the request with parents and, as appropriate, with the child to ensure that the wishes of all parties are

considered and understood, and to clarify the nature and purpose of the curriculum. The school will document this process and ensure that a record is kept. If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. This will vary from pupil to pupil and an alternative programme of study will be agreed with relevant parties on a case-by-case basis.

There is no right to withdraw from Relationships Education or Health Education. Pupils also may not be withdrawn from the statutory elements of Relationships and Sex Education as laid down in Government guidance, or from the elements of Relationships and Sex Education that are covered by GCSE examination specifications in Biology, Combined Science or Religious Education.

Concerns

Concerns relating to any aspect of the Relationships and Sex Education programme should be made in writing to the Head.

Special Education Needs and Disabilities

Relationships and Sex Education must be accessible for all pupils. Teaching will be differentiated and personalised to ensure that the content is accessible for all pupils, including those with SEND. Teaching will be sensitive, age appropriate, developmentally appropriate and delivered with reference to the law. When designing and teaching RSE, the school will take into consideration that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

Equality

The School will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect, with particular regard to the Protected Characteristics in the Equality Act 2010.

This policy and the Schemes of Work are reviewed annually by the PSHEE Co-ordinator, Deputy Head - Pastoral and the Head.

The next review is due in January 2024 as at February 2024 under review.

APPENDIX I – Breakdown of RSE across Curriculum

	PSHEE	Biology	Religious Education	External Speakers
Year 7	<ul style="list-style-type: none"> • Making Friendships • Maintaining Friendships • Social Influences and Peer Pressure • Developing Emotional Vocabulary • Relationship Values (incl internal and external influences) • Romantic Relationships (incl LGBTQ+) • Family Life and Parenting 	<ul style="list-style-type: none"> • Puberty • Menstrual Cycle • Human Reproductive system • Sexual Reproduction • Fertilisation and pregnancy 		Year Group Talk: <ul style="list-style-type: none"> • Menstruation • Puberty and Hygiene
Year 8	<ul style="list-style-type: none"> • Social Influences and Peer Pressure (incl gang issues) • Relationship Values (incl internal and external influences) • Romantic Relationships (incl LGBTQ+) • Family Life and Parenting 			PSHEE Day: <ul style="list-style-type: none"> • Identity • Self-Confidence • Resisting Peer Pressure
Year 9	<ul style="list-style-type: none"> • Social Influences and Peer Pressure (incl gang issues) • Coping with Conflict • Developing emotional vocabulary • Relationship Values (incl internal and external influences) • Romantic Relationships (incl LGBTQ+) • Boundaries and Consent • Family Life and Parenting • “Sexting” 	<ul style="list-style-type: none"> • Contraception 		PSHEE Day: <ul style="list-style-type: none"> • Relationship Values

Year 10	<ul style="list-style-type: none"> • Social Influences and Peer Pressure • Developing Emotional Vocabulary • Relationship Values (incl internal and external influences) • Romantic Relationships (incl LGBTQ+) • Boundaries and Consent 		<ul style="list-style-type: none"> • Human Sexuality • Sexual relationships before and outside of marriage • Contraception and Family Planning • Marriage • Nature and purpose of families 	<p>PSHEE Day:</p> <ul style="list-style-type: none"> • Identity • Self-Confidence • Resisting Peer Pressure • Boundaries and Consent <p>Year Group Talk:</p> <ul style="list-style-type: none"> • STIs • Sexual Health Support
Year 11	<ul style="list-style-type: none"> • Social Influences and Peer Pressure • Developing Emotional Vocabulary • Romantic Relationships (incl LGBTQ+) • Pornography and Sex in the Media • Consent • Family Life and Parenting • “Sexting” 	<ul style="list-style-type: none"> • Hormones and reproduction • Contraception • Fertility treatment incl. embryo screening 		<p>PSHEE Day:</p> <ul style="list-style-type: none"> • Relationships Ask Anything Q&A <p>Year Group Talk:</p> <ul style="list-style-type: none"> • STIs • Sexual Health Support • Contraception
Sixth Form	<ul style="list-style-type: none"> • Relationship Values • Forming and Maintaining Respectful Relationships • Consent • Bullying, Abuse and Discrimination 			<p>PSHEE Day:</p> <ul style="list-style-type: none"> • Dealing with controlling and coercive relationships <p>Year Group Talk:</p> <ul style="list-style-type: none"> • STIs • Sexual Health Support • Contraception