

Friern Barnet School

Secondary Relationship and Sex Education Policy



Last Reviewed:	December 2020	Next Review:	December 2023
Approved by:	Governing Body	Date:	07/12/2020

This policy was written in consultation with staff, pupils, parents and governors.

This policy should be read in conjunction with the school:

- Safeguarding Policy
- Behaviour/Anti-Bullying Policy
- Online Safety Policy
- Equalities Policy
- SEND Information Report

1. School Background Information

1.1	Type of School	Local Authority Secondary School
1.2	Member of Healthy Schools Scheme since	(Application for Bronze Award 2020)
1.3	Average No. on roll	790
1.4	No. of classes in year	6
1.5	Ethnic Breakdown	
	Black African	10.48%
	Black and any other ethnic group	0.50%
	Black Caribbean	4.05%
	Black European	0.12%
	Latin/South/Central American	0.88%
	Middle East	5.67%
	Mixed	3.39
	Other Black	1.39%
	South Asian	4.72%
	South East Asian	2.51%
	Turkish	4.81%
	White British	16.07%
	White European	27.43%
1.6	Gender	Females = 400 Males = 389

2. Key contacts

2.1	Safeguarding Lead:	James Robinson
2.2	RSE Lead:	Claudine Bernard
2.3	Lead Governor:	Ann Woodhall

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

4. Purpose of RSE Policy

This policy has been written as a statutory requirement and to:

- 4.1 Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- 4.2 Give information to parents and carers about what is taught and when
- 4.3 Give parents and carers information about their involvement with RSE
- 4.4 Give a clear statement on what the school aims to achieve from RSE and why it thinks RSE is important
- 4.5 Clarify the content and manner in which RSE is delivered

5. How the Policy was developed

This policy was developed as part of their statutory responsibility by the school governors in consultation with staff and parents.

6. Legislation

Guidance from the DfE under sections 34 and 35 of the Children and Social Work Act 2017 makes Relationships and Sex Education and Health Education statutory in all Secondary schools. This new guidance replaces the DfE Sex and Relationships Education Guidance from 2000. The guidance will become mandatory in September 2020, but schools are advised to start following it from 2019. Expectations on Secondary schools are as follows:

- 6.1 Relationships and Sex Education will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes academies, free schools and independent schools
- 6.2 Health Education will be compulsory in all Secondary Schools (or those pupils receiving Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

7. Aims of RSE for students

- Develop confidence to talk, listen and think about feelings and relationships
- Address concerns and correct misunderstandings and be able to protect themselves and ask for help
- Develop skills to make and maintain positive relationships
- Develop positive attitudes and values and respect differences in opinions
- Develop a positive self-image and high self esteem

- Gain accurate knowledge and understanding about sexuality and relationships
- Develop personal responsibility for one's actions
- Know where to get confidential advice and support

8. Moral and Values framework

RSE will be delivered within the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. This will be delivered within the school's agreed equal opportunities framework.

Relationship and sex Education (RSE) supports and guides children and young people in lifelong learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation

9. Content and Organisation of the Programme

9.1 Timetable allocation: 2 x 20 mins /week

9.2 Groupings: Mixed gender

9.3 Staff Involved: The course will mainly be delivered by the Form Tutors/ specialist RSE team when required/ and, or Science teachers/ and other outside visitors. It is important to note that where outside visitors help to deliver RSE, they are not there to replace teachers but to enrich existing programmes by supporting the school.

9.4 Where taught: Dedicated PSHE lessons/ Subject specific e.g. Science and RE/ Assemblies

9.5 Curriculum Content: (can be found in appendix 2)

See our website for our PSHE Education Curriculum Overviews –
<https://www.friern.barnet.sch.uk/curriculum/pshe-education/>

Statutory content is as follows:

Science Curriculum

Key Stage 3 (age 11-14 years) - Statutory Science Curriculum

Pupils should be taught about:

Reproduction

- reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

Key Stage 4 (age 14-16 years) - Statutory Science Curriculum

Pupils should be taught about:

Health, disease and the development of medicines

- the relationship between health and disease
- communicable diseases including sexually transmitted infections in humans (including HIV/AIDs); non-communicable diseases; the impact of lifestyle factors on the incidence of non-communicable diseases.

Coordination and control

- principles of hormonal coordination and control in humans, hormones in human reproduction, hormonal and non-hormonal methods of contraception
- Evolution, inheritance and variation
- sex determination in humans

Relationships and Sex Education

- Families
- Respectful Relationships, including Friendships
- Online and Media
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health

Health Education

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness
- Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

9.6 How taught:

- Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships
- It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and not disregarded. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate.
- Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.
- In every section of the course a variety of teaching and learning styles are used including videos, information sheets, pamphlets, visual aids and models, games, role-play, the Internet and visits by theatre groups.

10. Being an Inclusive School

- An acceptance that different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some pupils and staff will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)

11. Meeting the Needs of SEND Pupils

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.

12. Confidentiality Statement

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

13. Assessing RSE and Monitoring the Programme

The RSE Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Supporting staff to assess pupils' progress
- Recommending targets for whole school development
- Evaluation of the programme will be made by assessing the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Review forms part of the content and is an ongoing process. The views of pupils, staff and parents will be sought and taken into account as the programme develops and changes.

14. Teachers' Responsibilities

To reassure parents/carers, pupils and governors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above.

15. Training staff to deliver RSE

It is important that staff deliver RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSE. Continuing professional development will be provided through a range of options: individual study and development/ in-house CPD/ external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

16. Engaging Parents/Carers and the Right to Withdraw from Sex Education

On entry to the school, parents are invited to read the RSE policy. This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for RSE learning. Parents are kept informed about the content of the programme.

From September 2020 parents/carers have the right to withdraw their child from Sex Education that does not fall under the science curriculum – this is up until three terms before the child 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. From September 2020 parents/carers do not have the right to withdraw their child from lessons on Relationships or Health Education.

The sex education lessons that we deliver are:

Year 7: Summer 1 – building relationships

Year 8: Summer 1 - Identity and relationships

Year 9: Summer 1 - Intimate relationships

Year 10: Spring 1 - Relationships and sex expectations, the media and pornography

Year 11: Spring 1 - Sexual health and contraception

We will take every opportunity to inform and involve parents/carers:

1. By inviting parents/carers to discuss personal development when their child enters the school
2. By inviting parents/carers to a meeting to discuss RSE in the school.

If a parent wishes to withdraw their child from sex education we ask that they discuss it with the Head Teacher and then a request for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Head Teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head Teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

17. Answering pupils' questions

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. Children who don't have their questions answered may look to other sources for information, such as the internet.

18. Working with the Wider Community

The following individuals were consulted in the development of this policy:

- School nurse and PSHE Advisor

19. Disseminating and Monitoring the RSE Policy

A copy of this policy will be supplied to all staff and governors and included within the staff handbook. A full copy will be published on the school website and made freely available to parents on request and if appropriate a summary will be published in the school prospectus. Copies will also be supplied to other professionals whose work relates to RSE or who may be involved in its delivery.

The guidance should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance) (2019)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) (2018)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) (2016)
- [Equality Act 2010 and schools](#) (2010)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) (2015)
- [Alternative Provision](#) (statutory guidance) (2013 – updated 2016)
- [Mental Health and Behaviour in Schools](#) (advice for schools) (2018)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#)) (2017)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools) (2018)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) (2018)
- [National Citizen Service](#) guidance for schools (2017)

Appendix 1

Parent form for withdrawal from Sex Education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<i><u>Include notes from discussions with parents and agreed actions taken.</u></i> <i><u>For example, Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</u></i>

Appendix 2

Curriculum Content

Long Term Curriculum Plan

<https://www.friern.barnet.sch.uk/assets/Documents/long-term-curriculum.pdf>