



Relationship & Sex Education Policy

Building for Successful Futures'

Formally adopted by the Governing Board of	Fred Nicholson School
Chair of Governors	Hilary Bradshaw
Policy Holder	Headteacher
Policy Contributor	Headteacher/School Business Manager
Last updated	Autumn 2024
To be Reviewed	Autumn 2025

Statutory Policy	Y	Published on Website	Y
This policy reflects the model policy provided by the PSHE Association. <u>Any updates and amendments to the Model Policy in line with legislation automatically supersede this school policy prior to ratification by the Governing Body.</u> This policy applies to all areas of school.			



Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Use of external organisations and materials
8. Roles and responsibilities
9. Parents' right to withdraw
10. Training
11. Monitoring arrangements

Appendix 1: Curriculum map

Appendix 2: By the end of KS2 pupils should know

Appendix 2: By the end of KS3 + 4 school pupils should know

Appendix 3: Parent form: withdrawal from sex education within RSE

1. Aims

The aims of relationships and sex education (RSE) at our 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-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- For our pupils, supporting them to 'build for successful futures' is ensuring that they have the knowledge and skills to keep themselves safe, happy and healthy.

2. Statutory requirements

As complex needs setting, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.



Our curriculum follows aspects of the Early Years Framework and National Curriculum, which includes the requirements to teach pupils how to keep themselves safe and healthy. This would include the elements of sex education contained within the Science National Curriculum.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Fred Nicholson School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to feedback on the draft version of this policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE lessons, through pupil voice.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.



5. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the relationship, social, health and economic (RSHE) education curriculum.

Key Stage 2:

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

Key Stages 3, 4 and 5:

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media



Being safe

Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- ❖ Considers how a diverse range of pupils will relate to them
- ❖ Is sensitive to all pupils' experiences
- ❖ During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- ❖ Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
 - Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- ❖ Are aligned with the teaching requirements set out in the statutory RSE guidance
- ❖ Would support pupils in applying their knowledge in different contexts and settings
- ❖ Are age-appropriate, given the age, developmental stage and background of our pupils



- ❖ Are evidence-based and contain robust facts and statistics
- ❖ Fit into our curriculum plan
- ❖ Are from credible sources
- ❖ Are compatible with effective teaching approaches
- ❖ Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- ❖ Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- ❖ Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- ❖ Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- ❖ Review any case study materials and look for feedback from other people the agency has worked with
- ❖ Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed



- ❖ Ask to see in advance any materials that the agency may use
- ❖ Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- ❖ Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- ❖ Check the agency's protocol for taking pictures or using any personal data they might get from a session
- ❖ Remind teachers that they can say "no" or, in extreme cases, stop a session
- ❖ Make sure that the teacher is in the room during any sessions with external speakers
- ❖ Share all external materials with parents and carers

We won't, under any circumstances:

- ❖ Work with external agencies that take or promote extreme political positions
- ❖ Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

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/carers 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 the headteacher. All class leads, HLTA's and Cover Supervisors can be asked to plan and deliver RSHE lessons at Fred Nicholson



School.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

The delivery of RSE is monitored by the Curriculum Lead and RSHE Lead through:

- ❖ Learning Walks, Quality Assurance of planning and implementation of lessons as well as through the pupil progress data.
- ❖ Pupils' progress in RSE is monitored by class teachers as part of our internal assessment systems.
- ❖

This policy will be reviewed biannually.

At every review, the policy will be approved by The Governing body and the Head Teacher.



Equality Impact Statement

The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Policy approved by:

Hilary Bradshaw

Chair of Governors

Date: 2nd October 2024



Appendix 1: Curriculum map

Relationships and sex education curriculum map

	PSHE Curriculum Overview					
	Our vision as a school is 'Building for Successful Futures' which we hope to achieve through providing an PSHE curriculum that is accessible and appropriate for our pupils. Our curriculum is based on providing our young people with the skills to be ready to learn. To be ready to learn, our young people have to be able to identify and regulate their emotions, feel confident in themselves and their ability, and build strong relationships with people around them. Once they feel ready to learn, they can develop their skills on how to live a healthy and safe lifestyle. This could involve developing self help skills and to understand changes that happen as they get older. Our aim is for all our young people to have the skills and knowledge to access their wider community in a safe and appropriate way and so they can become value members of their community. Our PSHE curriculum is based on the core themes identified in the PSHE SEND Framework and encompasses the Bystanders Intervention Programme.					
	Autumn		Spring		Summer	
Key Stage 2	Self Awareness	Self care, support and safety	Managing Feelings	Changing and growing	Healthy Lifestyles	Being the Best I can be
Key Stage 3	Being the Best I can be	Self Awareness	Healthy Lifestyles	Self care, support and safety	Managing Feelings	Changing and growing
Key Stage 4	Changing and growing	Managing Feelings	Self care, support and safety	Healthy Lifestyles	Being the Best I can be	Self Awareness

Appendix 2: Curriculum End Points



Curriculum End Points

Orange Pathway

Pathway 1 has a strong focus on developing engagement with learning and supporting the development of sensory and emotional regulation. Through Pathway 1 the learning is delivered in a multisensory way, with the majority of learning experiences being practical and purposeful. There is lots of repetition of learning and lots of opportunities for free movement and pupil led learning.

Purple Pathway

Pathway 2 has a strong focus on developing confidence and independence within learning. Learning is delivered in a more formal way, but with lots of practical, purposeful and enjoyable experiences.

	<i>Pupils know that... (Facts)</i>	<i>Pupils know how... (Skills)</i>	<i>Pupils understand that... (Concepts)</i>		<i>Pupils know that... (Facts)</i>	<i>Pupils know how... (Skills)</i>	<i>Pupils understand that... (Concepts)</i>
Key Stage 2	Students will be able to describe themselves and understand that there are others, who may be different to them. Students will know that as people, we experience different emotions. They will be able to recall ways we can help keep ourselves physically safe in school and know things we would call 'personal' and 'private'. Students will be able to identify differences between a baby, a child and an adult. Pupils will be able to give examples of some things they are allowed, and are not allowed to do in school (rules). Pupils will be able to identify groups we may belong to (Eg family), and identify different relationships people might have (EG parent-child/ friendship)	Pupils are able to demonstrate being alert and ready to listen. They are able to show what good listening is and describe how to listen to others. They will be able to take turns, as well as describe what taking turns mean. They will be able to describe the ways in which they are special or unique, whilst recognising they are different to others and understanding that this is OK. Pupils will be able to recognise different feelings we might experience, and identifying the nice feelings (that we like) and the less nice feelings (that we don't like). They will be able to identify things that make them feel happy, and things that make us cry and/or feel sad, upset, angry, worried and frightened. They will be able to identify some different ways of communicating feelings and needs.	Pupils understand who they are, whilst recognising that others are different. They understand that they have their own feelings, and things that may make them happy, might not make others feel the same way. Pupils understand their role within their family, and who their 'safe adults' are who they could go to if they were worried about anything. They would also understand that these safe adults are also help look after and take care of themselves. They would understand about having a right to keep their bodies private, whilst knowing that trusted adults and family members may physically touch us as part of daily care/ during play or to show affection.	Key Stage 2	That other families either in school or in the wider world sometimes look different from their family, but that is OK. They will be able to talk about members of their family and identify the difference in relationships between friends and family. They will know what 'playing fair' means and understand that sometimes people might 'fall out' whilst knowing some ways of 'making up' after a falling out. They will be able to recall some school rules and describe how these rules keep us safe.	Listen to other people, and identify reasons why this is important. They will be able to identify some actions that show we are being polite to other people. They will be able to demonstrate ways of playing cooperatively. They will be able to take turns and play fair with their friends. They will be able to identify facial expressions and body language which can help them identify how others might be feeling.	Pupils will recognise that being unique means we might like and be good at different things from other people. They will be able to identify what teasing means and how people who are teased might feel, and why it is not acceptable. They will understand what keeping something secret means, and that we should not keep any secret that makes them feel uncomfortable, and that it's OK to tell a safe and trusted adult.



Curriculum End Points

Orange Pathway

Pathway 1 has a strong focus on developing engagement with learning and supporting the development of sensory and emotional regulation. Through Pathway 1 the learning is delivered in a multisensory way, with the majority of learning experiences being practical and purposeful. There is lots of repetition of learning and lots of opportunities for free movement and pupil led learning.

Purple Pathway

Pathway 2 has a strong focus on developing confidence and independence within learning. Learning is delivered in a more formal way, but with lots of practical, purposeful and enjoyable experiences.

Key Stage 3	Pupils know what is meant by personal safety. They can talk about ways they can keep themselves safe, including being safe online. They can identify some things that should be kept private, and some things that are OK to share with trusted adults, friends or with everyone. They can describe how we might feel, look and sound when we are happy or unhappy. They can identify a range of feelings, where we might feel them in our body and how they might make us behave. they can identify some ways they have changed as they have grown older, and can identify who they would talk to if they had any worries about these changes. They would be able to identify similarities and differences between friendships and romantic relationships, and demonstrate ways to indicate to others that we are happy/ willing or not happy/ not willing to do something (giving permission/ consent). They will be able to identify someone who they could talk to about relationships.	Pupils can identify some of their own personal strengths. They can give examples of how what it means to be kind and unkind. They can explain what is meant by teasing and explain that we do not need to put up with someone being unkind and what action they can take if this is happening to them. Pupils understand what is meant by the term 'personal space'. Pupils can give some examples of when we might feel some big emotions and identify some strategies that might help someone else if they are feeling sad and are able to identify when our friends might need our support. Students will be able to describe what action we can take to keep ourselves healthy (both physically and mentally).	Pupils understand that what we say about others can positively and negatively effect them, and that our words impact others. They will know what is meant by social media and recognise that not everything that is seen online is true. They will be able to recognise that it's OK to disagree with someone and still be friends. They will be able to describe what it means to compromise. They will be able to describe the difference between our mental and physical health whilst knowing that we have to take proactive steps to look after both.	Key Stage 3	Pupils will understand that it is ok to belief in different ways of worship and not place pressure on others to do anything that they do not believe in. Pupils can describe ways in which other people gather together to celebrate events or to worship,	Pupils will be able to descibe some things we can do to take care of our physical and mental wheelbeing, acknowledging that these are two different things. Pupils will be able to identify some terms that are used to describe when someone is emotionally/ mentally unwell. Pupils are able to demonstrate strategies for communicating that we need help in different situations. Pupils can describe how to call 999 in case of an emergency, whilst identifying examples of what is meant by an emergency. Pupils can recognise what sex means, what happens during sedual activity and that consequences of sex might include pregnancy. Pupils recognise that contraception can help prevent pregnancy.	Pupils understand that the changes that happen to us as we grow up can lead to us experiencing strong feelings about people we like or fancy. They understand that there is a difference between appropriate and inappropriate relationship behaviours in public spaces. They understand what intermacy means and that there are different types of intimate relationships including same-sex relationships. They know what is meant by the term 'body image' and the role social media can play in the perception of our own 'body image'. They will understand that there are legal drugs available to buy, the laws surrounding these as well as the associated risks.
---------------------------	--	---	---	---------------------------	---	--	--



Curriculum End Points

Orange Pathway

Pathway 1 has a strong focus on developing engagement with learning and supporting the development of sensory and emotional regulation. Through Pathway 1 the learning is delivered in a multisensory way, with the majority of learning experiences being practical and purposeful. There is lots of repetition of learning and lots of opportunities for free movement and pupil led learning.

Purple Pathway

Pathway 2 has a strong focus on developing confidence and independence within learning. Learning is delivered in a more formal way, but with lots of practical, purposeful and enjoyable experiences.

Key Stage 4	Pupils can describe some simple strategies we can use to help us be organised in our learning. Students are aware of their strengths and can identify the difference between a short term target and an aspirational long term goal. Pupils understand appropriate vocabulary associated with sex, sexual reproduction, gender identity and sexual orientation.	Students can demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). Pupils can identify some of the items we might use to support personal hygiene (soap, toothpaste, antiperspirant etc). Pupils can demonstrate some simple first aid procedures (Eg responding to nosebleeds or cuts and bumps) and understand what is and what isn't an emergency. Pupils can explain how to manage requests to share a photo online, including how to report. Pupils are able to describe specific ways of keeping ourselves safe online and recognise that sharing and viewing sexual images of anyone under 18 is against the law.	Pupils understand that with puberty, they might experience some big feelings, as well as the changes within their bodies and understand concepts around masturbation and self-touch. Pupils have an understanding that the portrayal of sex in the media (including pornography) is an unrealistic representation of sexual behaviour and can affect people's expectations of relationships and sex.	Key Stage 4	Pupils can explain what Stereotyping means and can demonstrate simple constructive strategies for responding to prejudice and discrimination. Pupils know some people and organisations that can provide reliable support if we are mentally or physically unwell. Pupils understand what is meant by immunisation and vaccination and how these programmes help keep us safe and healthy. Pupils know what we can say or do and whom we can tell if we are concerned about our own, or someone else's safety.	Students are able to demonstrate skills for healthy living, including safe travel, shopping, meal preparation as well as personal care. Pupils are able to explain the difference between 'essential' and 'luxury' items and can demonstrate skills for budgeting and managing potential income. Pupils can identify what products are better 'value for money' and explain the benefits of saving for the future. Pupils know what to do if something we buy is faulty. Students demonstrate enterprise skills by participating in a mini enterprise project.	Pupils understand that the concept of 'self-diagnosis' from websites can be inaccurate and potentially harmful. Pupils understand that behaviour on social media can damage friendships and relationships - the concept that the 'real' world and the 'online' world are not two separate things. Pupils understand the concept of manipulation, and strategies to recognise this and respond in order to keep themselves safe. Pupils understand the concept of gambling and can explain strategies for managing influences relating to this. Pupils are aware of STIs and how to take care of their own sexual health, including being able to identify sources of support.
-------------	---	---	--	-------------	--	--	---



Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	