Relationships and Sex Education (RSE) and Health Education Policy

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Contents

1. Curriculum Intent

The Personal Development curriculum at JFC is developed with the School's core values in mind - Aspriration, Resilience and Community. We aim to help students develop their self-respect, confidence and empathy. Using both lessons and tutor times the PD curriculum aims to enable our students to understand the world around them and the world that they will be part of after their time at JFC. Our curriculum is responsive and reactive to the needs of our students and has been formed following regular student feedback, parent consultation and influence of our pastoral team. Healthy relationships, mental health, living in the wider world and safety run as themes through each year and provide the bedrock to discussions and class explorations.

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSE, we are 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.

At John Ferneley College we teach RSE as set out in this policy.

3. 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. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. The curriculum was designed following consultation with the pastoral teams. The HOD and pastoral team have regular contact to inform the PD curriculum.

2. Parent/stakeholder consultation – online survey April 2020, continued development into communication with parents regarding PD lesson content.

3. Pupil consultation – online surveys conducted Summer 2019 and Summer 2020 and ongoing consultation in lessons.

4. Ratification – once amendments were made, the policy is shared with Local Governing Committee for Curriculum 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.

5. Curriculum

Our 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Personal Development lessons at John Ferneley provide a safe space for students to explore questions and themes that are important and relevant to them.

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

6. Delivery of RSE

RSE is taught within the Personal Development curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in drop down days, tutor time and assembly programme.

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 ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, 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).

7. Roles and responsibilities

7.1 The Board

The Local Governing Committee for Curriculum will approve the RSE policy and hold the Headteacher to account for its implementation.

7.2 The Head of Department

The HOD is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 8). The HOD is supported by SLT link to ensure consistency.

7.3 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 wish them to be withdrawn from the 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 Natalie Teece.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity in accordance with the JFC PD charter – included in all lessons.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the 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.

Parents will receive correspondence at the start of each academic year from the Head of Personal Development and will be offered the right to withdraw.

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

9. 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Lizzie Strickland (HOD) through:

Student surveys, consultation with the Student Leadership Team and Year group Ambassadors, JFC QA focus in line with HOD focus.

Pupils' development in RSE is monitored by class teachers as part of internal assessment systems where students are awarded a commitment score for work in lessons.

This policy will be reviewed by HOD and SLT Link At every review, the policy will be approved by Head of School and Local Governing Committee for Curriculum.

Appendix 1: Curriculum map

	Year7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Relationships and Bullying - 2.1, 2.2, 2.4, 2.5 7 lessons - plus 1 reflection lesson.	Relationships, families and Bullying. Marriage and parents - 1.3, 1,4, 1,5, 1.6, 1.7. Stereotypes and equality 2.3 7 lessons - plus 1 reflection lesson,	Introduction to intimate relationships - 5.2, 5.4, 5.5, 5.6, 5.7, 5.8 7 lessons - plus 1 reflection lesson.	Introduction to intimate relationships - 3.5 - porn and Being safe - 4.2 - consent	Being safe-Sexual exploitation - 4.1 (rape, domestic abuse, forced marriage, honour-based violence and FGM)
Autumn 2					
Spring 1	Puberty and changes to the body - part 13	Introduction to intimate relationships - 5.1 - will also need to check through what Y7 used to cover and add in here - basics of Sex ed	Being safe-Sexual exploitation - 4.1 (sexual consent, sexual exploitation, abuse, grooming, coercion, harassment) Violence 2.6, 2.7	Mental Wellbeing - strategies for living well	Introduction to intimate relationships - 5.12 and Harmful content - 3.4, 3.6
Spring 2	Online and Internet safety - 3.1, 3.3 and 3.7 - Internet citizens series of lessons	Mental Wellbeing - 6.4, 6.5, 6.6	Mental Wellbeing - strategies for living well - focus on part 7 - body image	Introduction to intimate relationships - 5.3, 5.9, 5.10, 5.11 and 5.12 - Health and fertility	Mental Wellbeing - strategies for living well
Summer 1	Equality Act - protected characteristics 2.4 and 2.8	Internet focus 3.2, 3.3	Living in the wider world - PREVENT		
Summer 2	Mental Wellbeing - 6.1, 6.2, 6.3	Healthy habits - part 8	Drugs and alcohol - part 9	Careers - Introduction of pathways ready for Y11	

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships , including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Log of Changes to Policy				
Version	Page	Change	Approver	Date