

# RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

COVERING BOTH SCHOOLS  
INCLUDING EYFS AND BOARDING

<b>Committee normally reviewing:</b>	Education Committee
<b>Date last formally approved by the Committee:</b>	Autumn Term 2020
<b>Date policy became effective:</b>	Autumn Term 2020

<b>Period of Review:</b>	2 Years
<b>Next Review Date:</b>	Autumn Term 2022

<b>Person responsible for implementation and monitoring:</b>	HoD PSHE - Senior HoD PSHE - Prep
<b>Other relevant policies:</b>	PSHE Policies, Safeguarding (Child Protection and Staff Behaviour) Policy, Pastoral Care Plan, Learning and Teaching Policies Spiritual, Moral, Social and Cultural Development Policy, Medical Policy, Permanent Exclusions Policy, Transgender Policy

**The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School**

**Mr Simon James  
Head, Preparatory School**

**Mr Chris Townsend  
Head, Senior School**

**[Aims and Ethos](#)**

***SAFEGUARDING STATEMENT***

***Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.***

***EQUAL OPPORTUNITIES STATEMENT***

***The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.***

## 1. Introduction and the RSE Philosophy at Felsted School

This Relationships & Sex Education (RSE) Policy applies to all pupils at Felsted School (Prep & Senior). It has been closely planned alongside our existing whole school PSHE Policy ([here](#)), and also the [Department for Education's latest statutory guidance on delivering RSE](#).

We fully believe that RSE is an important element for our Felstedians as we know that our children, young people and parents request an education that continues to reflect the realities of growing up in modern society, whilst equipping them with the skills so that they can enjoy safe and respectful relationships. Our School's values are underpinned by the message of 'Developing Character, and Making a Difference' and we understand that RSE (and PSHE) are vital components in meeting these requirements.

## 2. Legislation

By September 2020, the DfE has requested that Relationships Education is to become compulsory in all primary schools in England and Relationships and Sex Education (RSE) compulsory in all secondary schools. There is also a deeper focus to be given towards Health Education, as is indicated within the following extract:

*"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."*  
[\(DFE, February 2020\)](#)

## 3. The RSE Curriculum

### a) The Prep School

RSE will be embedded throughout EYFS & KS1 (Stewart House), KS2 (Ffrome Court & Cloisters) and also the KS3 year-groups (Courtauld House). Our Relationships & Sex Education sessions, situated within our PSHE sessions will educate pupils about:

- how to develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- how to have the confidence and self-esteem to value themselves and others;
- the emotional, social and physical aspects of growing up using accurate and factual terminology to support this;
- how to establish and maintain positive relationships with each other both on and offline;
- both the importance and meaning of consent in a healthy relationship;
- the concept of privacy and how to report concerns about abuse, knowing what sources of help are available to support them;
- the characteristics of a healthy and stable family life and how different family types can be formed.

## **b) The Senior School**

The aim of Sex and Relationship Education in years 9, 10 and 11 is to provide balanced factual information about sex and sexual health, together with consideration of the broader emotional, ethical and moral aspects. Our Sex and Relationship Education programme aims to prepare students for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- have the confidence and self-esteem to value themselves and others
- have respect for individual conscience and the skills to judge what kind of relationship they want.
- understand the meaning of and laws around consent.
- understand the legal position regarding 'sexting'.
- understand the necessary ingredients of healthy relationships and recognise the warning signs of exploitation and abuse.
- understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, homophobia and transphobia and promote equality and diversity.
- Understand the influence of Social Media and Pornography on relationships and sexual encounters.
- understand the reasons for having protected sex, how to have protected sex and how different types of relationships might require different forms of protection.
- have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.

## **c) Sex Education & rights to withdraw**

In the new 2020 Government guidance, the DfE continues to recommend that all schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

The guidance continues:

*'Schools are to determine the content of sex education at primary school. Sex education should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'*

*And for Senior school pupils states: 'Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.'*

*Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.'*

[\(DFE, February 2020\)](#)

Relationships Education, Health Education, Science and Sex Education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

The parental rights to withdrawing their child(ren) from RSE is as follows:

- Parents will not be able to withdraw their child from Relationships Education in primary school or secondary school.
- Parents will be able to withdraw their child from primary school classes which address Sex Education - i.e. those that do not sit within the Relationships Education curriculum.
- At secondary school level parents will be able to withdraw their child from Sex Education.

Throughout Prep and Senior Schools, any Sex Education that is provided continues to plan so that we can:

1. provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
2. establish an awareness of the importance of healthy and stable relationships.
3. foster self-awareness and self-esteem.
4. develop a sense of responsibility and respect for themselves and others.

In good time, and prior to the delivery of a Sex Education session, parents and carers will be notified by the relevant Head of PSHE to outline the session's content and aims. Teaching material will be appropriate to the age and emotional maturity of the pupils concerned and the lessons will be presented in an objective, balanced and sensitive manner. The material and further advice for parents and carers will be available on request to support any subsequent conversations that take place at home.

#### **d) Making RSE accessible**

RSE sessions will continue to be planned with great sensitivity shown to all pupils, so that those pupils with additional learning needs feel included and supported within the sessions. Where necessary, further support and guidance will be taken from the schools' Learning Support Departments so that the content can be made accessible to suit individual SEND needs. Distancing techniques, including stories and role-plays may be implemented to further support different learning styles.

At the beginning of every academic year, Prep pupils are invited to sign a PSHE Pledge, which lays out the fundamental behavioural code that needs to be adhered to when taking part in a PSHE session. These same ground-rules need to be followed when a Sex Education session is also taught. Senior school pupils also begin the Academic year with a discussion on appropriate behaviours for conducting discussions in PSHE lessons and these are revisited at the start of Sex Education lessons.

#### **4. Roles and responsibilities**

The Staff team, including the Head of PSHE, Form Tutors and our School Nurse, that are responsible for teaching RSE and PSHE are trained and competent in delivering appropriate lessons. Here they can manage the teaching process, set ground rules, and treat it as a proper subject, monitoring, assessing and evaluating what children learn. Our School Nurse leads on the planned Sex Education sessions for the relevant year-groups and these sessions are closely supported by the relevant form tutors of that year group too. In the Senior school, Sex Education lessons are delivered by the PSHE teaching team under the guidance of the HoD.

#### **5. Safe and Effective practice with RSE**

Tutor/pupil-based discussion is a key element in assessing the pupil impact of a PSHE / RSE session. All pupil questions are welcomed and encouraged, however it is made clear that no-one should feel compelled or pressurised into asking or revealing any further personal information that they do not feel comfortable with. The answers that are provided by the relevant member of staff should always remain age-appropriate, factual and objective. Pupils will also be given the opportunity to ask questions anonymously, and the manner in which this is facilitated is dictated by the member of staff in charge of the session.

The nature of PSHE and RSE may mean that sensitive questions are occasionally asked. Wherever possible, the curriculum planning provides further guidance and support in helping staff to address these areas.

Should there be a disclosure of a child protection issue, then the member of staff in charge of the session should immediately consult our designated safeguarding lead and follow the necessary protocols set out in our safeguarding policy. Should any external visitors / agencies be invited in to lead on an RSE session, then the member of staff hosting the event, is required to notify the relevant member of the Leadership Team prior to the visit, who will first need to undertake the necessary safeguarding checks.

#### **6. Engaging Stakeholders**

We are committed to working with parents and carers to ensure that RSE remains transparent and relevant to the safeguarding and wellbeing of all our pupils. This policy will continue to be available on our School website for parents/carers to refer to. This is in line with our whole school PSHE policy which is also available here.

It is through effective communication between all stakeholders that our PSHE and RSE programme will continue to have the most effective impact on our pupils. All parents/carers are always invited to get in contact with their child's Head of Phase and the Head of PSHE should they wish to seek further clarification, advice or ask any further questions about the RSE programme.

In the Prep School, at the end of each term, a PSHE session is dedicated for pupils to reflect upon the impact of the PSHE & RSE sessions that they have had. As well as our existing RUBY Wellbeing Survey, this is a prime opportunity for pupils to provide us with feedback about how they feel the sessions have benefitted them. Further planning and development can then take shape around this feedback, so as to match the different needs of pupils.

In the Senior School, pupils are invited to fill in a reflection sheet at the end of each unit/topic; they are able to comment on how they feel the sessions have benefitted them and have the chance to ask further questions and point to areas they feel might require further development.

## 7. Monitoring, reporting and evaluation

The most successful model for assessing pupil progress in PSHE is through 'Ipsative Assessment.' This is where a pupil's own starting point is the benchmark against which any further progress is then measured against. The following methods denote the key ways in which our RSE & PSHE provision continues to be monitored regularly throughout the School.

- **Pupil Feedback** - Prep School RUBY surveys, end of PSHE session/topic reviews & google forms (shared with Tutors & Heads of Phase in the Prep school and with HMs in the Senior school). There also continue to be separate feedback forms for a Sex Education session.
- **Use of dojos (EYFS => Year 2) and feeling-faces** (Year 3-8) to assess pupil understanding.
- **All/Most/Some** suggestions on each lesson plan in the Senior School
- **Learning Walks** - By the HoDs of PSHE to monitor and further support staff in the delivery of RSE.
- **Staff Feedback** - Staff, Tutor and Phase meetings. Meetings between the HoD of PSHE, DSL & School Nurse (for Sex Education). On-going communication between HoDs of Senior and Prep schools to ensure smooth transition of coverage from Year 8 => Year 9.
- **Parental/Carer Feedback** - Conversations, emails, newsletter, ongoing dialogue.
- **Wider & Beyond School events** - Assemblies, Chapel Services, responding to the News.
- **External Agencies** - A-Life healthy Living, the 2 Johns etc...

## 8. RSE Policy Review date

This policy will continue to be reviewed every two years to ensure that it continues to meet the needs of pupils, staff and parents and that it remains in line with current DfE advice and guidance. Should you require further curriculum information, then this can be found in our [PSHE Joint School Policy](#).

**Ms Rebecca Purdy,**  
**HoD PSHE**  
**(Senior)**

**Mr Alex Manley,**  
**HoD PSHE**  
**(Prep)**

## **Appendix 1**

Further useful resources for all stakeholders that this guidance refers to:

- [Felsted School Joint PSHE Policy](#).
- [The DFE RSE Guidance](#) - the official publication of the RSE Standards from the Department for Education.
- [The Sex Education Forum Website](#) - an informative website that responds to the FAQs about the new RSE guidance.
- [The Equality Act 2010 and Schools](#) - the official publication from the Government that reinforces the importance of adhering to the protected characteristics of all individuals.