



Relationship and Sex Education Policy - Fortuna

Updating Policy Procedure

When a policy is due for review it will be emailed to the reviewer who will revise and highlight those updates and return the policy in full with the highlighted updates back to the Policy Co-Ordinator.

When a policy reviewer becomes aware of **any updates** they will ask the Policy Co-Ordinator to email the policy to them and follow the above procedures.

A policy is a statement of intent and the guidelines we follow, that is adopted by the Fortuna and Athena Federation's Governing Body.

Policy Reviewed by:

Craig Chaplin
Rebecca Robinson

Updated on:

February 2024

Date to be reviewed:

July 2026

Date ratified at FGM:

20th May 2024

RELATIONSHIPS & SEX EDUCATION (RSE) POLICY

INTRODUCTION

Effective RSE is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation but be firmly rooted within the framework for PSHE/Citizenship and the National Curriculum.

The objective of RSE is to help and support young people through their physical, emotional, and moral development. A successful programme, firmly embedded in PSHE (Personal, Social and Health Education), will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

The implementation of this policy is the responsibility of all members of staff and should be incorporated into the planning of both KS1 and KS2 as well as the Foundation Stage (Early Learning Goals; Personal, Social and Emotional Development/Knowledge and Understanding of the World). It will be overseen by the Head of School or the Deputy and subject leader for PSHE.

DESCRIPTION OF THE SETTING

Fortuna is a Local Education Authority special school that caters for primary aged children whose social, emotional, and mental health difficulties that have prevented their educational needs being met in a mainstream school. All pupils admitted to Fortuna have had a multi-disciplinary assessment under the requirements of the 1996 Education Act and are the subject of an Education, Health and Care Plan (EHCP) issued by the Local Education Authority.

This policy reflects the character of our primary school.

HOW THE POLICY WAS FORMULATED

This policy was informed by reference to the “Relationships and Sex Education (RSE) and Health Education” (DfE 2019). This guidance draws together equality legislation and a broad range of guidance for schools covering safeguarding, mental health, equality, SEND, bullying, and behaviour. The national guidance is reviewed in 3-year cycles from 2020..

This policy was formulated in consideration of national guidance and following consultation with the School Nurse, Headteacher, full staff and full governing body (including parent governors) and reflects their shared views.

AIMS AND OBJECTIVES OF THE POLICY

RSE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity. It has three main elements:-

- a) Attitudes and values – the importance of values and individual conscience and moral considerations; the value of family life, stable and loving relationships for the nurture of children; the value of respect, love and care; exploring, considering and understanding moral dilemmas; developing critical thinking as part of decision-making and developing an understanding of consent.
- b) Personal and social skills – to manage emotions and relationships confidently and sensitively; developing self-respect and empathy for others; to make choices based on an understanding of difference and with an absence of prejudice; an appreciation

- of the consequences of choices made; managing conflict; to recognise and avoid exploitation and abuse.
- c) Knowledge and understanding – learning and understanding physical development at appropriate stages; reproduction, emotions and relationships

Effective RSE is best achieved through a whole-school approach and this policy is appropriately set for the age, maturity and experience of our pupils. Some of our pupils may have had or witnessed sexual experiences inappropriate to their age and developmental stage.

To aid staff in facilitating a whole school approach, the PSHE coordinator has developed lesson plans to ensure a consistent message is delivered to children, inline with the statutory requirements, surrounding consent.

To ensure holistic consideration in the development and delivery of RSE, Parents/carers are involved, staff are given appropriate training and support when required, and all pupils' views are listened to.

MORAL AND VALUES FRAMEWORK

RSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of all pupils and prepare all pupils for the opportunities, responsibilities and experiences of adolescent and adult life.

Whilst as a school we acknowledge that Government guidance to recognise the importance of marriage for family life and bringing up children, we recognise that some pupils do not live within a family where their parents are married or where there are strong and mutually supportive relationships outside marriage. Whilst we promote the significance of stable relationships, we take care to ensure that there are no stigmatisations of children based on their home circumstances.

As a school we understand that for some of our pupils, they may have an insecure sense of self, which may affect the way in which they see themselves. The school works alongside pupils and families to support them in developing their sense of self and identity within a broader school community.

The school has an inclusive approach to supporting pupils in learning about their identity, including their sexuality and gender. We recognise our pupils as individuals and tailor our support to facilitate their emotional and social development needs to prepare them for adult life.

The views and religious convictions of all pupils and their parents/carers are always respected.

CONTENT HEADINGS FOR THE RSE PROGRAMME

The combined PSHE and Citizenship framework at KS1 and KS2 is developed through four themes and makes clear what is appropriate in the early primary years and the transition year (Y6/Y7). These are: developing confidence and responsibility and making the most of pupils' abilities; preparing to play an active role as citizens; developing a healthier, safer lifestyle; developing good relationships and respecting differences between people.

At primary school level RSE should contribute to the foundation of PSHE and Citizenship by ensuring that all children: develop confidence in talking, listening and thinking about feelings and different types of relationships; are able to name parts of the body and describe how their bodies work; can protect themselves and ask for help and support; are prepared for puberty.



The RSE will be delivered by the class teacher or the SENCo on a rolling programme as per the PSHE scheme of work and topics will be repeated in a developmental programme to enable children to build on prior learning. Outside agencies (Health professionals – the school nurse) will be used, particularly in the first year of school and in the transition year.

For details of the specific RSE content (what will be taught and at what age) see the PSHE/science schemes of work.

THE ORGANISATION OF RSE

Within the school, all class teachers are responsible for delivering the RSE and will be supported by the Subject Leader for PSHE. (See 8.7).

The RSE will be delivered through PSHE, science, circle time and with the use of outside visitors (e.g. school nurse, psychotherapist).

Teaching will occur in small groups with consideration of individual ability and developmental stages. As there are so few girls in the school (typically <10% of the school cohort) they will not necessarily be taught in mixed gender groups.

Teaching strategies will include:

- establishing ground rules with pupils;
- using “distancing” techniques (e.g. depersonalising discussions ie through role play/use of videos);
- knowing how to deal with unexpected questions or comments from pupils;
- using discussion and project learning methods and appropriate materials;
- encouraging reflection.

Teachers may on occasion find that they have to be more explicit and plan work in different ways in order to meet the individual needs of the children.

Materials used in schools for the RSE will be in accordance with the PSHE framework and the law. The school will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of all pupils.

SPECIFIC ISSUES STATEMENTS

Parents are the key people in teaching their children about sex, relationships and growing up. All policies are available for inspection by parents/carers. The school will endeavour to work in partnership with parents in order that the RSE programme will complement and support their role as parents.

Teachers have a responsibility to ensure the safety and welfare of pupils and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.

All parents/carers have the right to see materials and resources that will be used in delivering the RSE, especially before the transition year and have the opportunity to discuss the detailed content of what will be taught.

All parents/carers have the right to withdraw their child from all or part of the RSE except for those parts included in the statutory National Curriculum. The DfES will offer schools a standard pack of information for parents who withdraw their children from RSE. The school will communicate clearly and in advance any planned content that goes beyond the statutory National Curriculum for RSE

and will seek written consent ahead of delivering such content. Where consent is not provided, the school provide a standing offer of support should this be required at a later time.

The school will have a clear and explicit confidentiality policy – teachers cannot offer or guarantee pupils unconditional confidentiality and teachers are not legally bound to inform parents or the headteacher of any disclosure unless the headteacher has specifically requested them to do so.

If abuse is suspected, teachers should follow the school's child protection procedures and links with other policies such as bullying and equal opportunities.

Delivery of RSE is not the sole responsibility of schools. Parents and members of the wider community have much to offer. The school will work effectively in partnership with parents and others in the wider community. Health professionals, social workers, youth workers, peer educators and visitors all have a part to play in delivering RSE and will abide by the school's policy.

Policy Review

The policy will be revised to reflect update national guidance as appropriate. Otherwise the policy will be reviewed on a two-year cycle.