

Relationships and Sex Education Policy,  
including scheme of work, Fullerton House School

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**1 Introduction and Aims**

Fullerton House School recognises that today’s children and young people are growing up in an increasingly complex world, living their lives on and offline. While this presents many positive and exciting opportunities, it also carries significant challenges and risks, especially for children and young people with special educational needs. In this environment, children and young people need to know how to be safe and healthy, and how to manage their personal and social lives in a positive way.

Fullerton House School believes that high quality Relationships, Sex and Health Education (RSHE) prepares children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact on students’ health and wellbeing, their independence skills and also social skills and community inclusion.

All relationships, sex and health education will be personalised to meet individual needs and will be taught as part of a comprehensive as Life Skills course. It will be delivered in a safe and supported environment, fostering self-esteem, self-awareness and skills to prepare for adulthood. Students will develop the confidence and understanding to recognise and resist abuse, exploitation (including online exploitation) and unwanted sexual experience.

At Fullerton House School, RSHE education is for all students and is comprehensively supported by our clinical team from planning to deliver. Differentiated and tailored lessons take into account all of their individual complex needs in addition to their gender, religion, sexual orientation, developmental stage and ability. RSE provision is appropriate for our students based on their:

- Age
- Physical and emotional maturity

**Printed on:** \_\_\_\_\_ (Date) **By:** \_\_\_\_\_ (Name)

**Signature:** \_\_\_\_\_

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- Religious and cultural backgrounds
- Special educational needs and/or disabilities

The aims of relationships and sex education (RSE) at our school are to:

- Teach students the correct vocabulary to describe themselves and their bodies
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Provides students with the knowledge, understanding, experiences and practical skills to live safe, healthy and independent lives in the community
- Provides a safe and supported environment in which sensitive discussions can take place
- Help students understand and develop feelings of self-respect, emotional wellbeing and confidence
- To prepare them for relationships of all kinds in the wider modern world
- Work in partnership with parents, carers and a range of clinical and health professionals to ensure we meet individual needs and enable students to meet their full potential

As an inclusive SEND specialist school, we believe every effort should be made to bring this education to students irrespective of age, attainment level, background or prior learning experience. It is acknowledged that this may on occasions present challenges not seen in mainstream education. To overcome this, teachers should plan units and lessons well in advance and seek input from clinicians and school leaders to present the tasks as accurately as possible.

## 2 Statutory Requirements

This document is informed by existing DfE guidance on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Updated 2020)
- Fundamental British Values as part of SMSC in schools (meeting the requirements of section 5 of the Education Act 2011, in the provision of SMSC).
- The PSHE Association Programme of Study for key stages 1-5 (DfE recommended).
- National curriculum in England: Citizenship programmes of study for key stages 3 and 4. (Non-statutory)
- Equality Act 2010: Advice for schools (Revised June 2014)

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- Section 34 of the Children and Social work act 2017.
- Education Act 1996; we must have regard to the guidance outlined in section 403.

### 3 Policy Development

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

1. Review – the Senior Leadership Team collated 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 and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4 Definition

The Department for Education (DfE) defines relationship and sex education (RSE) as: 'Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'.

RSE is about the emotional, social and cultural development of students, 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 curriculum is set out as per [ReS 3.6A.1](#) but we may need to adapt it as and when necessary to meet the individual needs of the students and any previous learning and experiences.

RSE is taught as part of our Life Skills programme that prepares students for opportunities, responsibilities and experiences of adult and community life. It also provides children and young people with accurate information about the body and essential skills for building positive, enjoyable and respectful relationships and staying safe both on and offline. The Life Skills curriculum is planned around three core themes: Health & Wellbeing, Relationships and Living in the Wider World.

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The Life Skills curriculum contributes to the SMSC provision at Fullerton House school and contributes to promoting the spiritual, moral, cultural, emotional and physical development of students. It enables students to understand what constitutes caring and respectful friendships where trust can be fostered and to be able to identify coercive, controlling, abusive and bullying behaviours. It ensures students understand the characteristics of good physical and sexual health and how to recognise when they do not feel safe or happy and how to seek help or support.

For more information about our curriculum, see our curriculum map [ReS 3.6A.1](#)

## 6 Delivery of RSE

RSE is taught within the Life Skills Programme along with personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive appropriate and personalised sex education sessions planned and delivered by trained health professional and members of our in-house clinical team. Fullerton House School considers RSE as an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life.

The Life Skills Programme will be mindful of student's earlier experiences and provide accurate, unbiased information. Teaching will focus on the respect for others, the development of positive relationships and personal choice. The right of children and young people to have balanced, factual information and the need to have opportunity to discuss issues in a safe and supportive environment are the cornerstones to the programme and its delivery. It is hoped that the curriculum will promote self-esteem and emotional well-being and will help students to recognise, form and maintain satisfying relationships based on respect for themselves and for others, at home, school and in the community.

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 [ReS 3.6A.1](#) and [ReS 3.6A.2](#)

Key Stage 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

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- 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, LGBT 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 Hesley Group Executive Board

The Executive Board will approve the RSE policy and hold the Headteacher to account for its implementation.

### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### 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 students;
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory 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.

Those with responsibility for teaching RSE include the Headteacher, Assistant Headteacher and Class Teachers. Those who may be asked to support the teaching of RSE include HLTAs and Classroom Support Assistants.

On occasions, students may be given additional input into RSE from members of the Clinical Team. These will be in the form of bespoke interventions in response to individual need. They are not to replace the timetabled curriculum input led by the Education Team.

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### 7.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. This will be modelled by all members teaching staff, teaching assistants and classroom support assistants. Students will be encouraged and supported to feel comfortable enough to talk to a member of staff regarding any concerns.

### 8 Parents' Right To Withdraw

Parents of students in Key Stage 2 have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in [ReS 3.6A.3](#) of this policy and addressed to the Headteacher. Alternative work will be given to students who are withdrawn from sex education.

Parents of students who are in secondary stage of their education, have the right to withdraw their children from the non-statutory 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 [ReS 3.6A.3](#) of this policy and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to students who are withdrawn from sex education.

### 9 Training

Staff are trained on the delivery of RSE as part of their Induction Programme and in continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as health professionals, to provide support and training to staff teaching RSE. Members of the school clinical team will also support teaching staff to deliver personalised and individual RSE education to reflect the developmental stage and needs of all students.

### 10 Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team, through regular learning walks, observations and lesson planning, as well as student work scrutinises.

Students' development in RSE is monitored by Class Teachers as part of our internal assessment systems.

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Attainment data is collected and recorded termly and reported annually as part of the EHCP annual review process.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing board.

Date of Policy	Date Next Due for Review
10/11/2021	10/11/2022

**11 Standard Forms, Letters and Documents**

- 11.1 [Relationships and Sex Education Curriculum Map, ReS 3.6A.1](#)
- 11.2 [What Students should know at the end of Key Stage 2 and Secondary School, ReS 3.6A.2](#)
- 11.3 [Parent Form: Withdrawal from Sex Education within RSE, ReS 3.6A.3](#)