

# RSE POLICY

**Date: September 2020**

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## Document Control

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## Document Approvals

This document requires the following approvals:

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## Purpose of this policy

The purpose of this policy is to set out Falinge Park High School's curriculum in relation to Relationships and Sex Education (RSE).

RSE forms part of our PSHE curriculum. PSHE is delivered once a fortnight to all year groups and is taught by our Head of Citizenship/PSHE and Senior Staff. RSE is a discreet scheme of learning within PSHE and we outline how it is taught by year group and content further in this policy.

## Statutory expectations

The DfE laid out plans for the statutory teaching of RSE from September 2020.<sup>1</sup>

These plans are:

- Compulsory relationships education for primary-age pupils;
- Compulsory RSE for secondary age pupils;
- Compulsory Health education for all pupils.

The law states that if a child is withdrawn they are legally allowed to access these lessons if they wish to 3 terms before they are 16.

## Equality duty

Schools should take into account provisions within the Public Sector Equalities Duties and the 9 protected characteristics.

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation.

## Who is protected by the Equality Act?

Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine protected characteristics:

- [age](#)
- [disability](#)
- [gender reassignment](#)
- [marriage and civil partnership](#)
- [pregnancy and maternity](#)
- [race](#)
- [religion or belief](#)
- [sex](#)
- [sexual orientation](#)
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There are some important differences depending on which protected characteristic you have.

## Situations in which you are protected from discrimination

Under the Equality Act you are protected from discrimination:

- when you are in the workplace
- when you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)

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<sup>1</sup> With Covid the government stated that this could be implemented fully from April 2020.

- when you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- when you use transport
- when you join a club or association (for example, your local tennis club)
- when you have contact with public bodies like your local council or government departments

How can you be discriminated against?

There are four main types of discrimination.

#### [Direct discrimination](#)

This means treating one person worse than another person because of a protected characteristic. For example, a promotion comes up at work. The employer believes that people's memories get worse as they get older so doesn't tell one of his older employees about it, because he thinks the employee wouldn't be able to do the job.

#### [Indirect discrimination](#)

This can happen when an organisation puts a rule or a policy or a way of doing things in place which has a worse impact on someone with a protected characteristic than someone without one. For example a local authority is planning to redevelop some of its housing. It decides to hold consultation events in the evening. Many of the female residents complain that they cannot attend these meetings because of childcare responsibilities.

#### [Harassment](#)

This means people cannot treat you in a way that violates your dignity, or creates a hostile, degrading, humiliating or offensive environment. For example a man with Down's syndrome is visiting a pub with friends. The bar staff make derogatory and offensive comments about him, which upset and offend him.

#### [Victimisation](#)

This means people cannot treat you unfairly if you are taking action under the Equality Act (like making a complaint of discrimination), or if you are supporting someone else who is doing so. For example, an employee makes a complaint of sexual harassment at work and is dismissed as a consequence.

What else does the Equality Act do?

#### Public Sector Equality Duty

The Equality Act also requires public bodies (like local councils, hospitals, and publicly-funded service providers) to consider how their decisions and policies affect people with different protected characteristics. The public body also should have evidence to show how it has done this.

For example, a local authority wants to improve its local bus service. It carries out a survey of people who use public transport and finds that very few women use buses at night because they are worried about sexual harassment. The local authority decides to work with the police and the transport provider, as well as local residents, to find ways to address this problem and make the bus service more inclusive.

#### Keeping children safe

The purpose ultimately of teaching RSE is to keep the young people safe in our school and support their physical and mental wellbeing. It is to provide knowledge and to signpost where appropriate. It fits into our legal duty as professionals to safeguard children by:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to ensure all pupils have the best outcomes

The way that RSE does this is by equipping children with the knowledge and the thinking to make informed and sensible decisions that keep themselves safe and protects others.

### Right to withdraw from Relationships and Sex Education

Parents cannot withdraw their child from relationships education but they can be withdrawn from Sex Education.

At Falinge, to withdraw your child from sex education you must write to the Headteacher, Miss Janice Allen at [office@falingepark.com](mailto:office@falingepark.com) You will be invited in to a discussion with Miss Allen to discuss what we teach, how we teach it and to discuss your concerns. This will be a dialogue and parents will not be put under any pressure to change their minds. We come from a position of mutual understanding and a desire to work together for the best outcomes for the child.

The way this policy was created in consultation with parents outlines our approach.

### Consultation with parents

In November 2019 the Headteacher wrote to all parents and invited any parent who wished to discuss the RSE curriculum to a meeting. Six meetings were held during January and February 2020. The sessions were at different points during a day: some in the morning after primary school drop offs, some in the afternoon before primary pick up, some in the evening; some were mixed and some were women only. We also invited a number of different community representatives to the groups who all attended:

- Faith leaders from the Islamic and Christian faith;
- Community leaders from the Local Authority;
- Local Councillors;
- Our MP Tony Lloyd.

The sessions focused on what parents think should be taught, what they think we teach and what we are teaching. A commitment was made to sharing this policy with this group and sharing material prior to delivering RSE any further. Covid paused this and in November 2020, this policy was shared with this group of parents and leaders and a series of Zoom sessions where we outlined the material we use.

This policy came into being in January 2021. It is on our policies page of the website and has been translated into community languages – written and audio. The website also has a dedicated page to RSE where teachers who deliver RSE explain how it is taught in lessons and material is shared.

### What is Relationships and Sex Education?

RSE forms part of the PSHE curriculum which is taught fortnightly to all year groups for one hour a week. Within PSHE we cover financial education, RSE, physical health and fitness, mental wellbeing, internet safety and harms, facts and risks associated with drugs and tobacco, health and prevention, changing adolescent body, basic first aid. Our PSHE curriculum is also responsive to contextual issues within the community – for example, Safeguarding issues that may arise.

Our aim for RSE, as it is for PSHE, is to provide access to reliable information and is not value driven. It is objectively taught and is designed to address misinformation.

RSE is important in a school and should be planned thoroughly following the guidance from the Department for Education so that we can give young people the information they need to help them develop healthy relationships of all kinds, not just intimate relationships. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It covers contraception, pregnancy, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It does not promote sexual relationships or specific sexualities.

RSE should teach what is acceptable and unacceptable behaviour in relationships, including that which is covered by law. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed. We discuss consent within relationships and the law around consent as well as the law around sharing images. There will be a lot of cross-over with respectful relationships which will have been delivered in Primary school.

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.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This is delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Distancing techniques and careful questioning along with ground rules help the class to manage sensitive discussion.

### Delivery of the content at Falinge Park

The school has made a decision after consultation with parents and pupils that Sex Education at Falinge will be delivered in single sex classes at the appropriate time and age. This does not begin until the Spring term of Year 9. Whilst we understand the expectation for mixed classes when discussing respectful relationships, and this is part of our values and big aims of the curriculum/learning behaviours, when teaching sex education and the changing adolescent body, within RSE we believe we elicit a more sensitive approach through single sex classes taught by a member of staff of the same gender.

The content is set out below:

Throughout the five years we teach the importance of healthy relationships and maintaining healthy relationships. Sex Education does not begin until Year 9 and pupils receive approximately 4 hours out of 18 on this in Year 9 and in Year 10. Pupils will have been taught in Science in Year 7 about the science of sex and reproduction. Parents cannot withdraw pupils from the Science curriculum.

#### **Years 7 and Year 8 – Relationships education**

Keeping safe online – using social media effectively

Consent – the importance of people not touching us without our consent

Different types of relationships – friendships, different types of families

Bullying – how to deal with conflict and the impact of being a bystander

### **Years 7 and Year 8 – Health education**

Changing adolescent body – taught in single sex classes

### **Year 10 – Health education**

FGM

Fertility in relationships

### **Years 9, 10 and 11 – Relationships education**

Consent – focuses more on the law relating to sexual consent, age of consent, positive assertion etc.

Abuse within relationships – control, coercive relationships inc. forced marriage

Romantic relationships – different types with different types of people

### **Years 9 and 10 – sex education**

STIs, contraception including abstinence.

A brief exploration of the different types of sexual acts.

Because we only have approximately 18 hours across a year to deliver PSHE we cannot go into significant detail about many of the topics we are required to cover. Whilst the quality of the teaching is high quality, we often signpost within our units and pick up any issues through our wraparound care.

## Teaching and materials

All PSHE and RSE is taught by the Head of Citizenship/PSHE, an experienced teacher of PSHE and Senior Staff. There are a further small number of trained staff who may support this. One of the Senior Staff is a Senior Leader in Education for PSHE and is responsible for providing the training for the Department for Education/Alliance for Learning on RSE. This means that they have received training externally, trains staff in other schools and trains our own staff.

As highlighted above we have single sex classes for the changing adolescent body in Year 7 and Year 8 and for sex education in Years 9 and Year 10.

We do not use any material which has not been vetted by the SLE who reports to the Headteacher on the suitability of the material. Examples of this has been shared with our parent consultation group and is available on the website along with example lessons.

All our teachers across school have been trained in the ability to create safe spaces through our human rights programme – RFK #Ripples of Hope. They have been trained in this by the Assistant Head/SLE who also trains the SLT in delivering sex education. This means that the quality of the teaching and the environment which is created is held in the hands of our Senior Staff. Furthermore, the Assistant Head is a trainer for external professionals across Greater Manchester in Honour Based Violence and for an organisation called Breakthrough Conversations. This group has produced material and training for organisations working with peace groups. The Assistant Head/SLE is also a faith leader. This is important because the trust that is held in this member of staff and their experience of working in sensitive situations is vital to monitoring the material and the way that it is taught. **We do not use any external speakers to deliver Sex Education.**

With the teaching, we use our expertise in the science of teaching to design the lessons. We keep questions open to invite discussion. We don't ask leading questions or but try to draw out views, guide discussion and allow young people to develop their understanding through the conversation

alongside presenting the knowledge required for legal questions. We use gentle probing and prompting: using follow up questions to get to the bottom of what young people mean or to get them to clarify their idea or argument. Whilst the discussion is important a key role in the session is to clarify questions, correct misunderstanding or rebut negative myths that surround these issues.

We are never judgmental about young people’s responses: although we clarify and correct, we try to do this in a neutral way that understands their position. This will help to ensure people don’t feel embarrassed or afraid to continue to comment (or put others off for fear of ‘getting it wrong’). Our experience has highlighted that in single sex classes we find that pupils are more willing to ask questions in a sensitive way – this is not just a cultural or religious issue, we find that pupils of all faiths and ethnicities have identified they feel more comfortable in this setting. The type of questions we ask are on the following page.

### Example questions

<b>Explorative open questions:</b> good for starting discussion	<b>Probing questions:</b> good for helping flow, keeping discussion and getting deeper responses	<b>Reflecting questions to the group:</b> good for gathering a range of views or managing difficult participants
<ul style="list-style-type: none"> <li>• Can you tell me about..?</li> <li>• How do you feel about...?</li> <li>• What does 'x' make you think of...?</li> <li>• What types of 'xx' can you think of...?</li> <li>• Where do you go to find out about 'x'...?</li> <li>• How do we know this is a credible source of information about 'x'...?</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me more about...?</li> <li>• Can we explore that a bit more...?</li> <li>• What makes you think/say that?</li> <li>• I am curious why you say that?</li> <li>• What's that all about do you think?</li> <li>• I wonder why that is?</li> <li>• What do you think other young people would say (who are different to you)?</li> </ul>	<ul style="list-style-type: none"> <li>• What kinds of feelings do others have about that..?</li> <li>• What do others think? Who agrees / disagrees?</li> <li>• Not everyone thinks the same thing about everything – who thinks something different about this?</li> </ul>

### Teaching of LGBTQ+

As part of the equality duty and our commitment to the Universal Declaration of Human Rights and which are taught explicitly in form time, we do teach about different relationships. This is not a specific topic within Sex Education and is more an embedded ethos across the school. This is important as growing up remains unacceptably tough for LGBTQ+ young people with potentially lifelong impact on achievement and wellbeing: nearly 9 in 10 hear discriminatory remarks in school nationally and at least 1 in 2 have self harmed. It’s important for all of us to demonstrate that we’re an accepting school community which celebrates diversity.

As part of our understanding of different faiths and different cultures and as part of our experience of creating safe spaces and listening, we do not tell children that their views are ‘wrong’ which is some of the misconceptions around the teaching of RSE. We do encourage children to use language conscientiously; to think about the intent in what is being said; to think about the people who may

be hearing the words; to consider alternative view points; to think about people as individuals; to respect diversity. This fits into one of our learning behaviours Showing Empathy and is underpinned by one of our core values of Celebrating Diversity which are shared below:

***Showing Empathy*** - Empathy is the most important characteristic we can develop in order to become positive citizens and active bystanders. It means seeking to understand others; recognising our differences as individuals yet finding a common ground. In a small way, it is making sure that we act when language is used to hurt and addressing it immediately with our peers before conflict develops. It means understanding how others around the world live and believe and accepting that whilst we are different, we are all entitled to the same human rights as outlined in the Universal Declaration of Human Rights. It means knowing enough to be able to be an active bystander when others are treated unfairly and learning the skills to be able to do this. To show empathy requires a high degree of critical thinking – to be able to discern between how things are presented and how they actually are; to recognise bias in people’s actions and words and crucially that we think objectively in order to put ourselves in other people’s shoes. For example, we might look at someone who is being teased and see something in that person we don’t like or that their background, culture and way of being represents something that is different to our own experiences. It is easy to brush off the teasing therefore that that person might be facing and to ignore it. To be empathetic is to think critically and objectively about what is happening, why it is happening and to then think about how we might respond and feel in the similar situation. Being empathetic is the first step in “putting ourselves in someone else’s shoes” and consequently in taking action to uphold our human rights. Being empathetic means that we can tackle the language of “us” and “them” and it can be developed – it is not an inborn trait. By being empathetic, we can make sure that divisions whether in school or in the wider community are not exacerbated.

In the classroom it means engaging with our Ripples of Hope programme and seeking to reduce conflict before it occurs and when it occurs. It means having a strong sense of fair justice and taking positive action to make a difference. We teach empathy through showing different points of views, creating safe spaces for dialogue, focusing on dialogue and not debate – it is not about winning an argument but finding a common ground – we look at communities, cultures and beliefs that are different to our own and seek to understand human behaviours and when they trespass on our human rights. It also means that we “sweat the small stuff” –through showing empathy we can take positive action over the smallest issues before they become much bigger.

***Celebrating Diversity*** – Maya Angelou wrote, “In diversity, there is beauty and there is strength.” As a multi-faith, multi-ethnic, multi-cultural school the celebration of diversity is central to us achieving a harmonious culture in school and within our wider communities. We see people as individuals and celebrate their strengths as opposed to working on a deficit model. In order to celebrate diversity fully, we have to ensure that our environment is safe and calm and that there are clear boundaries for adults and children to thrive in. We know that we cannot achieve this if our wellbeing as individuals is compromised as this is when we build up barriers around ourselves. We cannot ensure equity if we are not secure in ourselves and our communities and if we lack the communication skills to express ourselves in an increasingly complex world. As one of our Year 7 eloquently expressed it, ‘wasn’t possible to change the world if you’re not feeling emotionally healthy and secure’.

### Provision for Pupils with Additional Needs

Our provision for pupils with additional needs in Relationships and Sex Education is reinforced by our FPHS curriculum. We are guided by the pupils’ needs and we identify if a pupil would benefit from Full participation, Partially supported (backed up by a TA), High support (additional follow up), Supplementary (delivered separately to pupils with additional needs in small groups). It fits into our

big aims of the additional needs curriculum which is to encourage all these pupils to feel safe, be connected, be regulated and learn. For children with EHCPs it fits into their preparation for later life.

Our commitment is that the HLTAs who would deliver the High Support or Supplementary curriculum for sex education and relationships education are trained by our Assistant Headteacher and that it is discussed in the professional practice sessions with Educational Psychologists. It is not possible for pupils who are receiving a supplementary provision to be taught by a member of the same gender.

### Provision for Pupils with English fluency levels A-C

Our provision for pupils with English fluency at levels A-C is similar to that of that for pupils with Additional Needs in that it follows the FPHS curriculum for EAL (Full, Partially supported, High support, Supplementary). Decisions will be made by the Head of EAL in discussion with the Assistant Head and training given. These pupils who receive a supplementary curriculum in this area will be taught by a teacher of the same gender and this teacher will be trained by the Assistant Headteacher who leads in this area.

### Provision for pupils who are gender fluid, questioning or transitioning

The Headteacher is the named adult to support pupils who identify as one of the above. Prior to sex education being taught in Year 9 and 10 or the changing adolescent body in Year 7 and 8 and prior to the single gender classes being taught, the Headteacher will be notified by the Head of Citizenship/PSHE and have a conversation with the pupil where they will discuss how best the pupil wishes to proceed.

### Provision for pupils who are withdrawn

Pupils will work in the library where this is staffed. The Head of Citizenship/PSHE and Director for SMSC hold a document with these pupils on which is shared with the Headteacher. They will enable the provision to be enacted for those pupils whose parents have withdrawn their child after discussion with the Headteacher.

### Safeguarding individuals

We have excellent procedures in place for Safeguarding which can be seen in our Compelling Safeguarding document. If during any lesson a concern is raised, this will be picked up by our Safeguarding team. We will also be proactive with individuals who we feel adverse experiences may impact on their feelings of safety when being taught Sex Education. The Head of Citizenship/PSHE will notify the Safeguarding Team when Sex Education will be taught and a decision will be made in conjunction with the pupil and the Safeguarding Team as to their attendance at the lesson.

### How the provision will be monitored and evaluated

The Assistant Headteacher/SLE will monitor the provision in conjunction with the Director of SMSC. They will report back to the Headteacher.

As the teachers who are leading RSE are Senior staff or trained staff this will be through discussion within Senior Team meetings and through line management meetings. Material will be uniform across the different teaching groups.

