



# FARLINGTON

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## LIFE SKILLS (PSHE), RELATIONSHIPS AND SEX EDUCATION POLICY

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### Policy Context and Rationale

This policy covers all pupils and year groups within the school, including the EYFS and sets out the Farlington School's approach to Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) delivery. The policy has been developed with reference to the government's 2019 guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers*.

This policy has been produced and reviewed through consultation with staff, pupils and parents through (but not limited to) the following channels:

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- Departmental review and feedback
- Training via the PSHE Association
- Student voice
- Wellbeing surveys
- Parental feedback
- Ongoing feedback from pastoral teams.

PSHE education provides a significant contribution to the schools' responsibility to:

- Promote children and young people's wellbeing
- Achieve the whole curriculum aims
- Promote community cohesion
- Provide careers education
- Provide relationships and sex education
- Support the school's safeguarding policy through education.

The policy is informed and underpinned by the school's values. The PSHE and RSE programmes aim to develop:

- Successful learners who enjoy learning, making progress and achieving
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum, pupils are also taught explicitly about British Values which are defined as:

- Democracy & the rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional Education (PSHE) as well as through Farlington's broad and balanced curriculum.

Parents will be kept informed about the policy via termly communications from the Head of PSHE and the policy will be made available through the school website.

## **Legislation (Statutory Regulations and Guidelines)**

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life

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The 2006 Education and Inspections Act placed a duty on Governing Bodies to promote the wellbeing of pupils at the school. Revised Department for Education statutory guidance states that from September 2020 all schools must deliver Relationships Education (Primary) and Relationships and Sex Education (Secondary).

## **Definition of Relationships and Sex Education (RSE)**

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

RSE is an entitlement for all children and young people and must:

- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, to allow pupils to make informed choices. In schools this should be part of compulsory curriculum provision;
- Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;
- Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;
- Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- Seek to break down stereotypes, tackle negative behaviours and build a culture of positive tolerance and understanding consistently role-modeled by all staff at the school.
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;
- Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;
- Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;
- Be delivered by competent and confident educators;
- Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

## **Roles and Responsibilities**

From September 2020 PSHE and RSE delivery across all of the school will be monitored by the Head of PSHE. They will be responsible for liaising with other curriculum leads so

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that curriculum design in different areas complements the RSE program, rather than repeating what is already taught.

Governance will oversee that the discharge of this policy ensures:

- All pupils make progress in achieving the expected educational outcomes;
- The subject is well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## **Curriculum Design**

At Farlington, PSHE and RSE are taught together under the title of Life Skills. In the Lower School Life Skills is embedded in registration periods. In the Middle and Senior Schools, pupils have a weekly scheduled Life Skills lesson. Throughout the school Life Skills content is delivered by Form Tutors and Class Teachers, allowing for consistency and familiarity.

There are three main areas that the PSHE curriculum covers throughout the school:

- Health and Wellbeing
- Relationships (incorporating the requirements of the RSE programme)
- Living in the Wider World including Fundamental British Values, Citizenship, Education for Social Responsibility and Financial Capability.

Each year group builds on age-appropriate aspects of these themes during the academic year and details of the topics covered are found in the whole-school overview and detailed in the schemes of work for each year group.

The curriculum is designed around active engagement in learning, rather than passively receiving information. Pupils will be given opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills.

Any new topic in PSHE will be introduced taking into account pupils' prior knowledge and will complement, not replicate learning in other subjects. Research shows that attempts to scare or shock young people into making healthy choices rarely works and often backfire. Pupils will be reassured that the majority of young people make positive healthy lifestyle choices. Pupils are helped to make connections between PSHE education and their 'real life' experiences, including online contexts. Curriculum design around online presence and social media will link to Farlington's e-safety and safeguarding policy.

In the Early Years Foundation Stage, the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the accompanying statutory guidance do not apply; however Personal Social and Emotional Development (PSED) is one of the prime areas within the EYFS curriculum.

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PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and self-care. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

In the Lower School, Relationship Education focuses on:

- The fundamental building blocks and characteristics of positive relationships, with particular emphasis on friendships, family and relationships with other children and adults;
- Differences in families and their structure and respect for the individual circumstances of families
- Physical health and mental well being
- The balance of online and other activities
- Emotion and the ability to express emotions

In the Senior School, RSE gives pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable 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 also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).

Its aim is to teach what is acceptable and unacceptable behaviour in relationships. 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 and where to seek support.

It will address what is classified as criminal behaviour and how to identify this, make the right decisions and keep themselves and others they think may be at risk, safe. It should support them in making sensible judgements and choices about their behaviour and relationships online and be critically aware of online presence and behaviour in order to keep safe.

Life Skills delivery is not confined to the specific timetabled lessons. The content is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Form Time
- Teaching PSHE and Citizenship through and in other subjects
- Specialised assemblies
- PSHE activities and school events
- Pastoral care and guidance
- Visiting speakers

RSE is also supported through science lessons. In particular, reproduction in humans (e.g. the structure and function of the male and female reproductive systems, menstrual cycles, gametes, fertilisation, gestation, birth and HIV/AIDS).

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Although PSHE and RSE delivery is not compulsory at Key Stage 5, at Farlington we continue the delivery of Life Skills throughout the Sixth Form to allow pupils access to up to date guidance and support.

## **Intended Outcomes**

As a result of our Life Skills programme, pupils will:

- Develop the knowledge, skills and personal attributes they need to manage their lives now and in the future;
- Learn to make responsible decisions e.g. about alcohol, drugs, relationships and future careers;
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions both online and in their daily lives;
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn and their mental health;
- Understand the characteristics of and the importance of building healthy and positive relationships both online and in their daily lives;
- Develop skills such as teamwork, communication and resilience;
- Be encouraged to make positive contributions to their families, schools and communities;
- Explore differences and learn to value diversity in all its forms;
- Reflect on their own individual values and attitudes;
- Identify and articulate feelings and emotions and manage difficult situations positively;
- Learn about the world of work;
- Learn to manage their money and finances effectively.

## **Monitoring and Assessing**

The effectiveness of the Life Skills provision will be evaluated through annual governance alongside internal observation and review.

Pupils' knowledge and understanding will be monitored and evaluated through classroom discussion and formative assessment activities. Teachers should collect evidence of learning to make a judgement about pupils' progress. This may include presentations, written evidence, group work and observations, as well as formal assessment activities.

Assessment can also be made through the application of knowledge and skills in wider school participation, such as resolving conflict, making decisions and forming positive relationships. Pupil voice will be influential in adapting and amending the material for PSHE and RSE to ensure it is up to date and relevant.

## **Safe and Effective Practice**

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PSHE and RSE often draw on pupils' real-life experiences. A safe and supportive learning environment will be created by establishing ground rules in each context for the delivery of subject material. Staff delivering PSHE and RSE will ensure the pupils, who indicate they may be at risk, get appropriate support by liaising with the appropriate pastoral team and adhering to the School's Child Protection and Safeguarding Policy.

## **Equality of Opportunity**

Classroom practice and pedagogy will take into account pupils' development, age, ability, readiness and cultural background and pupils with SEND and will be adjusted accordingly to enable all students to access the learning. We will use PSHE and RSE education as a way to address diversity issues and to ensure equality for all by addressing contextual issues identified through our pastoral management system and wellbeing surveys. PSHE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Relationships Education and Relationships and Sex Education (RSE) take account of the faith of individual pupils whilst helping pupils from all backgrounds build positive and safe relationships and to thrive in modern Britain. When planning for teaching the religious background of pupils will be observed so that topics are appropriately handled.

## **Parents' right to withdraw their child**

Parents will not be able to withdraw their child from relationships education in prep school or secondary school.

At secondary school level parents will be able to withdraw their child from sex education (other than the sex education which sits in the curriculum as part of science). However, a child will also have a right to opt into sex education from their 15th birthday (specifically three academic terms before they turn 16) even if it is against his/her parents' wishes.

Before granting such a request, the Head of School will meet with parents and, as appropriate, with the pupil to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, as well as the benefits and detrimental effects that withdrawal may have on the pupil.

The school will respect the parents' request to withdraw the pupil except in exceptional circumstances up to and until 3 terms before the pupil turns 16. After that point, rather than be withdrawn, if the pupil wishes to receive sex education, the school will make the provision.

If a pupil is withdrawn from sex education, the school will ensure the pupil receives purposeful education during the period of withdrawal. The school will keep a record of all such decisions.

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## **Confidentiality**

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team.

## **Outside Speakers**

Please refer to Appendix 6 of the Child Protection and Safeguarding policy for details of procedures for Visiting Speakers.

## **Additional Information**

Pupils are made aware of appropriate external agencies who offer additional guidance and support.

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