



FARRINGTONS
SCHOOL

RELATIONSHIPS AND SEX EDUCATION INCLUDING HEALTH (HRSE) POLICY

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Farringtons School Health, Relationships and Sex Education Policy (HRSE)

1. Introduction

1.1 Farringtons School is a co-educational, day and boarding school with pupils of all abilities and backgrounds from 3 to 18 years of age, taught within a Methodist environment.

1.2 The School's HRSE Policy has been developed by members of the pastoral staff, taking into account feedback from the pupils and parents.

1.3 'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practise as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support" (DfE – 2019)

1.4 Under the provisions of the Equality Act, Farringtons, does not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

1.5 As with all teaching for these subjects, Farringtons, ensures that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

2 Aims

2.1 Promote a discussion of family life and a child's place within a secure, loving relationship

2.2 Promote a responsible attitude in all forms of behaviour

2.3 Promote sensitive, respectful and caring personal relationships

2.4 Encourage reflection on personal and social values

2.5 Reduce anxieties, misunderstanding and confusion

2.6 Develop self-esteem and self confidence

2.7 Encourage respect and consideration for others

2.8 Provide students with information and support

2.9 Increase awareness of all consequences of behaviour

2.10 Provide knowledge about loving relationships including LGBT+ relationships, the nature of sexuality and the processes of human reproduction

- 2.11 Lead to the acquisition of understanding and attitudes in order to enable students to view their relationships in a responsible and healthy manner
- 2.12 Provide a programme, which is tailored not only to the age but also the understanding of students
- 2.13 Present information in an objective, balanced and sensitive manner, which has an awareness of the law on sexual behaviour
- 2.14 Encourage the development of social skills and strategies which will reduce the risk of exploitation, misunderstanding and abuse
- 2.15 Allow students to examine the physical and emotional implications of sexual behaviour and the need for all genders to behave responsibly in sexual matters
- 2.16 Develop awareness of their gender and sexual identity, and to challenge sexism, homophobia, biphobia, transphobia and prejudice in society
- 2.17 Ensure that students have a clear understanding of sexual and reproductive biology, including knowledge of HIV and other sexually transmitted diseases
- 2.18 Make students aware of the unrealistic nature of pornography both physically and emotionally

The subjects are taught as part of a planned, cohesive and coherent programme primarily in the School's Wellbeing (PSHE) programme, Science and Religious Studies lessons.

3 Content and Knowledge

3.1 Farringtons School follows the statutory guidance from the Department for Education first published in 2019 (<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>) in terms of the content of the health, relationships and sex education that teachers deliver.

3.2 Prep School

3.2.1 Relationships Education

The focus of Relationships Education in Farringtons Prep School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults (DfE, 2019).

Pupils in the Prep School will cover the following themes:

- Families and people who care for me
- Caring friendships

- Respectful relationships

Online relationships

- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies

The DfE (2019) Regulations have made Relationships Education compulsory in all primary schools. **Parents, therefore, may NOT withdraw their child from Relationships Education lessons.**

3.2.2 Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’

However, ‘Sex Education is not compulsory in primary schools’. (p. 23).

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’.

At Farringtons, we believe children should understand the facts about Human Reproduction before they leave primary school, to ensure that children are given accurate information in an age-appropriate manner.

We define Sex Education as understanding Human Reproduction.

We intend to teach this as part of PSHE lessons.

3.2.3 Parents’ right to request their child be excused from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Farringtons’ Prep School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle

(unit). **We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw 'Changing Me' Puzzle:**

- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by an emailed letter during the academic year.

3.3 Senior School

The focus of Relationships and Sex Education (RSE) in Farringtons Senior School is to give young people the information they need to help them develop healthy, nurturing 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.

Pupils in the Senior School will cover the following themes:

- Families
- Respectful relationships, including friendship
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health
- What the law says about sex, relationships and young people as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents must write to the Head to make such a request. Farringtons will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point if the child wishes to receive sex education rather than be withdrawn, Farringtons will make arrangements to provide the child with sex education during one of those terms. If a pupil is excused from sex education Farringtons will ensure that the pupil receives appropriate,

purposeful education during the period of withdrawal. **There is no right to withdraw from Relationships Education or Health Education.**

4 Organisation

4.1 In the Prep School Relationships Education is taught by class teachers. In the Senior School the Heads of Key Stage (HoKS) are supervised by the Assistant Head Pastoral and Boarding. The HoKS are responsible for planning, implementation, reviewing and monitoring of the RSE and Health Education programme, in consultation with the school nurse, students and tutors. The programme will be adapted annually to meet their changing needs.

4.2 In addition, where applicable, to science lessons Sex education in the Senior School is delivered by Form Tutors, the School Nurse and specialist agencies.

5 Confidentiality

5.1 In general students will be made aware that not all information can be kept confidential by tutors. In the event of disclosure of pregnancy, or STI, the teacher would liaise directly with the school nurse. The school nurse would refer the student to their GP, who is responsible for determining the medical support and treatment available and would encourage the student to talk to his/her parents about the pregnancy or STI.

5.2 If the student discloses information relating to abuse, the teacher will liaise directly with the Assistant Head Pastoral and Boarding who is the Designated Safeguarding Lead (DSL).

5.3 If the student approaches the School Nurse or Chaplain directly, s/he can maintain confidentiality, unless the disclosure relates to abuse, or the child is in immediate danger of harm, in which case the schools Child Protection and Safeguarding Policy will be invoked. (Please see Child Protection and Safeguarding Policy)

5.4 Specifically, teachers and Form Tutors cannot and should not promise total confidentiality. The boundaries of confidentiality will be made clear to pupils. If a pupil discloses information which is sensitive and which the pupil asks not to be passed on, the request should be honoured, unless this is unavoidable in order for teachers to fulfil their professional duty to:

- Safeguarding
- Co-operation with a police investigation
- Referral to external services
- Where a life is in danger

5.5 Medical / Chaplain / Counsellor confidentiality

In accordance with the Chaplain, Counsellor and Nurse's professional obligations, medical information about students, regardless of age, will remain confidential. However, in providing medical care for a student, it is recognised that on occasion the School Nurse may liaise with parents or guardians and the Assistant Head Pastoral and Boarding and that information, ideally with the student's prior consent, will be passed on as appropriate. With all medical matters, the Chaplain, Counsellor and Nurse will respect the student's confidence except in the very rare occasion when, having failed to persuade a student or his or her authorised representative, to give consent to divulgence, the Chaplain, Counsellor or Nurse consider it in the student's best interests, or necessary for the protection of the wider community, to breach confidence and to pass the information on to a relevant person or body.

6 Contraceptive advice

6.1 General advice on contraception in the Senior School forms part of the RSE and Health Education programme. The School Nurse can give confidential advice on contraception to students.

7 LGBT+ issues

7.1 LGBT+ issues are integrated into the HRSE programme in an age appropriate manner

8 Parents

8.1 The Relationship Education and Relationship and Sex Education and Health Education policy and programme is available to parents on request.

8.2 The Assistant Head (Pastoral) will write to parents at the start of each Term reminding parents of the School's policy and parents' rights regarding consultation and withdrawal.

9 Language

9.1 The language used by staff during lessons should be age appropriate, not seek to discriminate or embarrass and should not promote strong personal views. Students

should be guided to follow the same values in their contributions to lessons and discussions.

10 Assessment

10.1 Farringtons has the same high expectations of the quality of pupils' work in these subjects as far as other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including other subjects, with regular feedback on pupil progress

10.2 Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention.

10.3 Whilst there is no formal examined assessment for these subjects there are areas where Farringtons may assess outcomes. For example, tests, written assignments or self-evaluations to capture progress.