



## **The Fermain Academy**

### **Relationships, Sex and Health Education Policy**

**Reviewed by: James Jackson**

**Approved by: Emma Sandbach – Headteacher**

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**Date for next Policy review: Summer 2024**

# The Fermain Academy – Policies

## Statement of Intent

Pupils will be working alongside the Government guidelines on learning about Relationship, Sex and Health Education. The intent of our PSHE curriculum is to deliver a curriculum, which is accessible to all. The Fermain Academy is committed to delivering an RSHE curriculum that will maximise the outcomes for every child so that they are equipped with the best toolkit possible to aid their future decision-making.

The aim of delivering RSHE is to shape all learners into responsible members of a society who understand the ways they are developing personally and socially, and to give them the confidence to tackle many of the moral, social and cultural issues that are part of growing up.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, something that we incorporate with the academies *British Values and SMSC* attributes. All pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

## Statutory Guidance

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

**- DfE Guidance p.8.**

*Pupil referral units (PRUs), alternative provision (AP) academies, free schools, and independent schools that provide AP are required to make provision for Relationships Education, RSE and Health Education in the same way as mainstream schools; and they must have regard to this guidance in delivering their programme. In teaching these subjects in PRUs, AP academies and free schools, and independent 16 AP schools, specific thought should be given to the particular needs and vulnerabilities of the pupils.’*

**- DfE Guidance p.40.**

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At The Fermain Academy, we value RSHE as a way to support students' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

Our RSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

### **Definition**

RSHE, defined as Relationships, Sex and Health Education. As a recently made mandatory subject, we believe that it plays an integral part of the curriculum at The Fermain Academy. We have adapted a whole school approach to delivering quality RSHE by introducing cross-curricular aspects to our schemes of work. We believe that a structured approach to RSHE underpins all of students' development as individuals, which in turn will increase their learning capacity in other lessons.

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Through working with Jigsaw, and adopting a mindful approach to RSHE, as a school we are equipped with a programme that offers us a comprehensive, carefully thought-through scheme of work bringing consistency and progression to our students' learning in this vital curriculum area.

### Course Content

Term	Focus	Content
Autumn 1:	Being Me in My World	Includes understanding the definition identity and students establishing their own. Also covers assertiveness and character traits.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act 2010 and protected characteristics.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise and the positive impact of healthy lifestyle choices.
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change, internal and external factors that affect change and mental health implications.

At the Fermain Academy, we will hold a half termly drop down day. The themes of these days could be around an issue that has arisen from the local community, issues that have arisen around the world, or simply topics which may need more focus.

### Monitoring and Evaluating

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The monitoring and evaluating of RSHE at the Fermain Academy takes place through half-termly progress data drops and analysing personal social development data. We expect learners to attain a half-termly progress rate of 16.5%. Pupils who do not achieve this rate of progress are consequently placed on an intervention recovery plan to catch up on work missed and their subsequent progress is closely tracked.

All interventions are stored and logged on the shared server for all staff to see. Pupils who require certain interventions will be discussed in our weekly 360 team meetings. All of the interventions for low achieving students are evaluated during the 360 meetings and at the end of each term to assess the effectiveness. If the interventions are not working, others will be discussed with the relevant parties.

### **SEND Inclusion**

All forms of teaching at the Fermain Academy are tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable. Content will be tailored where necessary and differentiated outcomes will ensure all students progress within RSHE lessons regardless of SEN status. We support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles.

### **The right to withdraw**

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE... except in exceptional circumstances, the school should 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, the school should make arrangements to provide the child with sex education during one of those Terms'.

**- DfE Guidance pages 17/18.**

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If any Parent/Carer wishes to withdraw their child from Sex Education the academy are committed to liaising with both students *and* Parents/Carers to address the concerns of the individual and assist in arranging alternative education for the duration of the withdrawal.

### Equality

At The Fermain Academy, we promote respect for all and value each student as an individual as well as being an integral part of our school community. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.

During parental consultation, examples of teaching materials are provided to Parents/Carers and students prior to a lesson to offer reassurance that all physiological needs are met in school, and that all learners feel safe and valued in RSHE. All resources and learning materials are checked prior to the lesson for age appropriateness and relevance to the learning outcomes of the lesson. Learners will also be consulted prior to a lesson if necessary if the subject is sensitive to their needs.

'Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum'.

**- DfE Guidance page 19.**

The Fermain Academy is committed to delivering equal opportunities based education that discusses LGBTQ+ sex and relationships topics as

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well as relationships sex and health education for heterosexual learners concurrently. No student will be excluded from learning under any protected characteristic they reserve.

### Policy Renewal

This policy will be reviewed and renewed annually in line with the latest government/DfE guidance surrounding RSHE.

### REACT Learning

The academy is ensures that subject leads will meet and liaise with the DSL and SLT as well as Local Authority to adapt schemes of work throughout the academic to target pressing issues the community. These meetings will be held half-termly going forward. The issues will either be covered within scheduled RSHE lessons, or be the theme of one of our half termly 'drop down days'. Local authority health reports will also be discussed to highlight areas for targeted learning.

### Governors

'As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- All pupils make progress in achieving the expected educational outcomes;
- The subjects are 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.'

**- DfE Guidance page 16.**

### RSHE Secondary Schools Network

The Fermain Academy will continue to be an integral voice in the RSHE Secondary Schools Network and within RSHE Focus Groups across the country in order to share good practise and promote our young people's achievements within the subject. Throughout the academic year, the subject lead will visit several educational settings and host visitors from fellow educators within the network. It is our belief that a

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shared ethos towards Relationships, Sex and Health Education is vital in ensuring that all learners leave the academy as rounded, better-equipped young men and women with a bank of knowledge of key topics to take forth in to further education and employment.

### **Links with other Fermain Academy Policies**

Through engagement and inclusion meetings, the RSHE department share practise and information that ties in with numerous academy policies such as:

- Accessibility
- Anti-Bullying
- Safeguarding and Child Protection
- E-Safety
- Mental Health and Wellbeing
- Social Media
- Keeping Children Safe in Education