Fulston Manor School

Personal Development Curriculum, Relationships and Sex Education Policy

This policy combines the PSHE and the RSE policies.

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Member of Staff Responsible:	**K Franks**
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Personal Development Curriculum, Relationship and Sex Education Policy

1. **Definition**
2. Our Personal Development Curriculum is rooted in our school values and aims to equip each student with a sound understanding of risk and the knowledge and skills required to safely and successfully make informed decisions that will aid them in navigating their way through life whilst at school and for the years that follow.
3. It is lifelong learning about the emotional, social and cultural development of the student. It is about sharing information and exploring issues including the importance of marriage for family life, relationships, sexual health, healthy lifestyles, diversity and personal identify. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.
4. We recognise that the Personal Development Curriculum can encompass many areas of study and so our programme draws on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

2. Aims

The aims of our Personal Development Curriculum (PDC) and Relationships and Sex Education (RSE) are to:

- Promote students spiritual, moral, cultural, mental and physical development
- Prepare them for the opportunities, responsibilities and experiences of later life.
- Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

5. **Statutory Requirements**

 Upon statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on Governing Bodies 'to promote the wellbeing of pupils at the school', the Personal Development Curriculum:

- Relationships and sex education (RSE)
- Health education

Both of these statutory elements fall under the Children and Social work act 2017.

In line with the terms set out in the statutory guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

This policy takes into account recent DFE guidance in place since September 2020

4. Delivery of PDC/RSE

Each PDC lesson is planned and tailored to the needs of our students. Lessons are created and delivered by staff.   All lessons are in line with our long-term PDC scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.

Paid school membership to the PSHE Association has provided us with access to government generated PSHE resources and materials that have informed us as basis for our planning.

To facilitate students learning in PDC/RSE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which children are encouraged to talk hypothetically as opposed to each other's personal experiences;
- Appropriate learning experiences are planned in line with our long-term PDC scheme of work to meet the needs of all the students in the class. Where necessary, the school's SENCO is consulted on best practice for delivery;
- Scenario based learning experiences draw on students' own knowledge and understanding to provide them with a range of opportunities to learn, practise and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for students to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Staff training needs are met, to include safeguarding children, handling sensitive and controversial issues and confidentiality and to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PDC/RSE;
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PDC/RSE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families

- Respectful relationships, including friendships

- Online and the media

- Being safe

- Intimate and sexual relationships, including sexual health

   For more information about the PDC/ RSE curriculum see Appendix 1

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).

Both the formal and the informal curricula at Fulston Manor offer opportunities for the development of excellent practice via:

- The National Curriculum

- Personal Development Curriculum –Scheme of Work on shared area - X:\Curriculum Subjects\Personal Development Curriculum
- Pastoral system
- Year Group tutor system
- Student support systems
- External visits and trips
- Parents' evenings
- R.S/extra curricula activities

The PDC programme is delivered in mixed ability and mixed gender groups , single gender lessons can be incorporated into the PDC programme to help with issues that students may feel intimidated by in a mixed group atmosphere.

The school recognises that delivery of PDC/RSE is not the sole responsibility of the school. Parents and the wider community have much to contribute.

Parents and students can be reassured that the personal beliefs and attitudes of those delivering RSE will not influence the teaching of RSE.

Students' development in PDC/RSE is monitored by class teachers as part of our internal assessment systems

5. Roles and Responsibilities

5.1 The Local Governing Body

The Local Governing Body will approve the PDC and RSE policy, and hold the headteacher to account for its implementation.

5.2 Headteacher:

The headteacher is responsible for ensuring that PDC/RSE is taught consistently across the school, and for managing requests to withdraw student from the RSE lessons that fall outside those aspects covered in the National Curriculum.

5.3 Staff

Fulston Manor's whole school approach to PDC/RSE recognises that all teachers have an important role to play in determining the quality of provision regarding PDC/RSE

Staff are responsible for:
- Delivering PDC/RSE in a sensitive way
- Modelling positive attitudes to PDC/RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to students whose parents wish them to be withdrawn from the RSE lessons that fall outside those aspects covered in the National Curriculum.

5.4 Students:

Students are expected to engage fully in PDC/RSE and, when discussing issues, treat others with respect and sensitivity.

6. Parents' right to withdraw

Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.

Parents will be able to withdraw their child from any or all aspects of Sex Education, other than those which are part of the science curriculum 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 Appendix 2 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The headteacher or a member of the senior team will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

7. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

Teachers and other adults involved in delivering the RSE programmes will sometimes have to deal with controversial and sensitive issues. The nature of the issues may lead to a student disclosing to a member of staff. All staff employed by the school have up to date child protection training and are fully aware of the school's Child Protection and Safeguarding Policy. Any health professionals who may be involved in delivering programmes will be expected to work within the school's RSE and safeguarding and confidentiality policies. However, when they are in their professional role, such as the school nurse, they should follow their own code of conduct.

8. Monitoring arrangements

The delivery of PDC/RSE will be monitored by Personal Curriculum Development co-ordinator through learning walks and through a book scrutiny throughout each term.

Students' development in PDC/RSE is monitored by class teachers as part of our internal assessment systems. The PDC/RSE curriculum is reviewed and evaluated as a result of feedback from students and staff.

This policy will be reviewed by Personal Curriculum Development co-ordinator annually. At every review, the policy will be approved by Governing body.

Appendix 1: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	• How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • The common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on Mental wellbeing and happiness.
Families	• That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

Online and media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Internet Safety and Harms	• The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical Health, Fitness and Healthy Eating	• The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio- vascular ill-health. • About the science relating to blood, organ and stem cell donation. • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, Alcohol and Tobacco	• The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • The law relating to the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
Health and Prevention	• About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic First aid	• Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed.

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	