



Claremont Fan Court School

Policy: Relationships and Sex Education Policy (RSE)

Context

Claremont Fan Court School is an independent co-educational school for students aged from 3 to 18 years. Pupils come from a large catchment area including Teddington, Guildford, Wimbledon, New Malden, Leatherhead, Walton on Thames, Weybridge, Hinchley Wood, Claygate and Esher. The school community also includes families from overseas and the school is proud of its multi-cultural and multi-faith community.

Policy produced by

This policy applies to all areas of the school including Early Years Foundation Stage (EYFS). It has been produced by the deputy head (pastoral) of the Senior School, the assistant head (pastoral) of the Preparatory School and the head of the Pre-Preparatory and Nursery School through consultation with pupils, parents, pastoral staff and governors.

Rationale

This policy covers our school's approach to the delivery of relationships and sex education (RSE).

The definition of relationships and sex education is 'lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity' (*DfEE Sex and Relationship Guidance July 2000*).

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.

Sex education encompasses three overlapping themes: body functioning, human sexuality and relationships.

This policy is rooted in the framework of the school's PSHEE Policy. Claremont Fan Court School is concerned with the education of the whole person – the physical, intellectual, emotional, cultural, moral and spiritual dimensions. The relationship between home and school is important and sex education should be provided so as to complement teaching at home and to lay foundations for a healthy and responsible adult life. Sex education will be presented in the context of family life, of loving relationships and respect for others.

The prime responsibility for bringing up children rests with parents. Claremont Fan Court School recognises that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching we provide should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; and
- prepares such pupils for the opportunities, responsibilities and experiences of adult life.

We recognise that sex education is a difficult issue which places demands on the school and its teachers. However, the purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner.

It is important that we provide an educational framework:

- to support personal social and healthy development in all pupils
- to help pupils enjoy relationships based on respect and mutual responsibility free from any abuse
- that encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act
- that gives a balanced view of relationships, including same-sex relationships
- to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint
- to provide support and information for all pupils and their parents
- to inform children on matters of personal hygiene and related health issues
- to teach sex, sexuality and sexual health
- to understand the changes that puberty will bring and how their bodies will change.
- to develop an understanding of the potential dangers of online relationships and how to stay safe.

It is also important that an environment is provided that is supportive of frank and confidential discussion that educates against discrimination and prejudice.

Each section of the school and each year group will deal with specific issues that are appropriate to the pupils' age.

The Prep and PPN use Jigsaw as a resource with series of planned lessons ensuring appropriate progression from R up to Y6. The relationships side is delivered through the year within PSHE lessons and assemblies. The sex education is delivered in the summer term all through the Jigsaw lessons. No teacher will teach content beyond the defined year group planned content, but they are encouraged to review previous learning so that there are not any gaps in knowledge.

A detailed RSE scheme of work for all year groups can be viewed in the school's PSHEE policy (available on the website or on request from the school).

Moral and values framework

All of our teaching is based on our appreciation of each pupil's God-given potential. It is important that an environment is provided where that identity is recognised and developed. This will enable the teacher to raise the child's sense of self-worth which will lead to high expectations and moral standards.

The sex education teaching will seek to demonstrate and encourage the following attitudes and values:

- Respect for self.
- Respect for others.
- Responsibility for one's own actions.
- Responsibility for one's family, friends, school and wider community.

Opportunities will be explored to link RSE, where appropriate, to our Educating for Character Policy and Procedure.

Equality Act 2010

Schools are required to comply with the relevant requirements of the Equality Act 2010. The school will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning and delivering RSE and PHEE lessons.

Roles and responsibilities

The RSE programme will be led by the pastoral leads in all three sections of the school.

In the pre-prep and nursery RSE will be delivered by class teachers, as part of the PSHEE curriculum.

In the prep school RSE will be delivered by class teachers, as part of the PSHEE curriculum.

In the senior school RSE will be delivered by the heads of year, their assistants or, when this isn't possible, by teachers who have been selected for the role. RSE will be delivered as part of the PSHEE curriculum. They will be supported by form tutors.

Appropriate training will be made available to all staff delivering RSE. The school is a

member of the PSHE Society and is a Stonewall Champion School and so has access to their extensive resources and training courses.

Legislation (Statutory Regulations and Guidance)

We are required to teach relationships education in the pre-prep and nursery and prep schools and sex and relationships education in the senior school as set out in the statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE June 2019\)](#). The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014.

Health education is incorporated into our PSHEE curriculum.

Documents that inform the school's RSE policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory guidance (2019)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2020)
- Children and Social Work Act (2017)

Right to be excused from sex education (commonly referred to as the right to withdraw)

Pre-prep and nursery and prep school

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 Education compulsory for all pupils receiving primary education. Parents cannot therefore withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

This statutory guidance also gives parents the right to withdraw their children from any or all parts of the school's programme of sex education other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, parents should write to the head of the relevant school, stating their objections. The child's head teacher will consider this request and wish to discuss it with parents. At primary level, the head teacher must grant this request. Arrangements for alternative lesson provision will be made in this situation.

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Senior school

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 (RSE) compulsory for all pupils receiving secondary education. Parents cannot therefore withdraw their child from the Health Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents do not want their child to take part in some or all of the Sex Education lessons delivered in the senior school, they can ask that they are withdrawn. The child's head teacher will consider this request and discuss it with parents, and will grant this in all but exceptional circumstances, up until three school terms before a child turns 16. At this age, a child can choose to receive sex education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

Where a pupil has been withdrawn from sex education, alternative lesson arrangements will be made.

The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from.

Parent information

Each year in the Prep and Pre-Prep School a parent information evening will be held to give all parents the opportunity to see and discuss the content of lessons. This will include detailed information on way this topic is delivered. Parents will be given written notice of when the information evening will occur and when the lessons will be held, allowing them the opportunity to make an informed decision on their child's participation.

Monitoring and Evaluation

The RSE policy will be reviewed as part of the school's policy review cycle and in the light of national and local changes. Consultation and associated feedback with staff, pupils and parents will inform the future development of this policy.

Equal opportunities

Claremont Fan Court is committed to ensure relevant sex and relationship education provision to all our children and young people, having regard to their ability, social and cultural background, religion, sexual orientation, physical and emotional needs.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with individual needs (IN) and disabilities, by maintaining an up-to-date individual needs register which staff refer to when planning the delivery of lessons, including PSHEE and RSE.

We ensure RSE fosters gender equality and LGBT+ equality by ensuring staff have access to specialist training and resources. The school is proud to be a Stonewall School Champion.

Monitoring and assessment of pupil progress

All contributions (written and verbal) will be acknowledged and valued by the teacher. However it is not always appropriate to assess or mark work produced by children in PSHE lessons/circle time. Some tasks may be assessed when appropriate. The staff delivering PSHE may be asked to contribute to the pastoral reporting process.

Confidentiality and child protection

Please refer to our confidentiality policy and our safeguarding policy which incorporates child protection.

If a child asks for personal help following a lesson the tutor/class teacher will keep the appropriate pastoral line manager/designated safeguarding lead fully briefed as appropriate.

Links to other policies

Because of the nature of PSHEE, this policy has links to other school policies:

- Educating for character
- PSHEE policy
- Whole school safeguarding incorporating child protection
- Anti-bullying
- Equal opportunities

Policy review process

This policy was approved by the education committee in October 2020 and will be reviewed annually by the SLT and at other times where deemed necessary by a change in legislation.