



Fulham
SCHOOL

**RELATIONSHIP EDUCATION
&
RELATIONSHIPS AND SEX EDUCATION
(RSE) POLICY**

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1. Introduction

We have based our school's Relationships Education & Relationships and Sex Education policy on the statutory guidance document [Relationships and Sex Education \(RSE\) and Health Education](#) (DfE, 2020), Relationships Education (DFE 2020) and the PSHE Association's supplementary guidance "Writing your school's relationships and sex education (RSE) policy" (PSHE Association, September 2018).

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Furthermore, it is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

At Fulham School we use a gender equity and human rights framework for Relationships Education. To cover the curriculum content in the RSHE Guidance, we will equip our pupils to build positive and respectful relationships on and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- realise their health, wellbeing and dignity
- build self-esteem and self-worth
- explore and value their personal identity and the identities of others
- explore a range of family structures, including LGBT+ families and other family structures understand and make sense of the real-life issues they are experiencing in the world around them
- manage and explore difficult feelings and emotions
- consider how their choices affect their own wellbeing and that of others
- develop as informed and responsible citizens
- understand and ensure the protection of their rights throughout their lives.

We believe that Relationships Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships.

At Fulham School we believe that all our pupils have a right to holistic, inclusive and needs-led Relationships Education. We believe that through providing high quality Relationships Education, we are upholding the ethos and values of this school and its commitment to equality and celebration of difference. This policy was produced in consultation with our staff, board of governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website. The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant

guidance. We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

We believe that Relationships Education is a key vehicle for promoting equality, inclusion and social justice. Our Relationships Education is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching Relationships Education. An inclusive Relationships Education at School will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

We define sex education as teaching our pupils about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health. This draws on knowledge of the human life cycle set out in the national curriculum for science, as well as those related elements (the physical changes associated with puberty) within statutory Health Education.

In our school, we believe that there is a need to teach age and developmentally appropriate sex education as part of our Relationships Education. We take the approach that Relationships and sex education are best approached in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture our pupil's curiosity about the world around them, supporting their development and their respect for themselves and each other.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love and care and for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

The policy should be read in conjunction with other relevant policies: Anti-bullying policy, Behaviour, Rewards & Sanctions policy, Child Protection and Safeguarding policy, PSHE, science curriculum, E-Safety and Use of ICT policy, Diversity Policy, British Values Policy and School Complaints policy.

2. Aims & Objectives

- The teaching of Relationships and Sex Education (RSE) is a partnership between home and School. The School aims to provide a safe, positive and respectful environment in which all members of the school community can learn about RSE and grow in confidence, knowledge and skills, which supports the essential role of parents in providing this education.
- RSE at Fulham School is underpinned by the Fulham Core values and ethos within our school. Through our Fulham Core PSHE programme we aim to provide children with the knowledge, skills and understanding of healthy and respectful relationships and appropriate boundaries.
- We consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into empathetic, responsible and respectful young citizens who lead confident, healthy, independent lives and who have safe, fulfilling and enjoyable relationships.
- At Fulham School RSE is about learning the emotional, social and physical aspects of growing up, relationships, sexual reproduction, human sexuality and sexual health. The aim is to encourage children to take responsibility for their sexual health and wellbeing and build healthy, compassionate relationships.
- We recognise that our pupils, come from a diverse variety of families. All teaching at Fulham School, including the specific RSE education, will aim to support all pupils equally and to encourage the celebration of diversity, whilst respect for one another remains the underlying principle.

3. Delivery and Training

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school.

PSHE lessons are taught by form teachers, supported by expert visitors as appropriate and necessary. They are delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE sessions within the Fulham Core programme.

Teaching staff receive training in the delivery of the RSE curriculum through staff meetings led by the Deputy Head Pastoral/ Head of PSHE/ PSHE Lead, with the support of external experts as required.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

RSE is part of a broader PSHE programme of study, in which many aspects of human relationships are explored. Progression is ensured between Fulham Pre-Prep, Prep and Seniors through regular liaison and sharing of resources and plans as appropriate.

RSE is delivered predominantly by class teachers in mixed gender groups, other than when

it is deemed more appropriate for topics to be covered in single sex groups.

4. RSE Curriculum & Themes covered

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Fulham Pre-Prep we use the PSHE Association for planning and resourcing as well as supplementary resources from SCARF (CORAM Education) and Twinkl.

At the Prep School (Yrs 3-8) we use the Jigsaw Scheme of Work for PSHE, which is accredited by the PSHE Association. Jigsaw is a comprehensive scheme of planning and resources, which is periodically updated to ensure it remains relevant and engaging to children and meets all statutory requirements of PSHE.

At Fulham Senior we use a variety of resources from different sources to cover all the relevant and necessary topics.

As is required by the new statutory guidance, parents are consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

Form teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate.

In each year group, lessons will recap and build on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons.

As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

An overview of our RSE schedule as part of the PSHE programme and science lessons can be found on the pages which follow.

Year group & timing	Topics	Delivered by
<p>EYFS (Reception)</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Health & Well-Being</p> <ul style="list-style-type: none"> • Family • Choose kindness • Making friends • Awareness of others <p>Relationships</p> <ul style="list-style-type: none"> • Confidence • Helping Others • Team Work • A kind friend • Consequences <p>Living in the wider world</p> <ul style="list-style-type: none"> • We are different • Being kind • Missing Someone • It's Okay to Feel • Identifying Emotions • Being a friend 	<p>Form teachers</p>

<p>Year 1</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Health & Well-Being</p> <ul style="list-style-type: none"> • Parts of the Body • Senses • Being Heard • My family tree • You and me • We are different <p>Relationships</p> <ul style="list-style-type: none"> • Our special people • Inside our body • Body needs • Good friends <p>Living in the wider world</p> <ul style="list-style-type: none"> • Growing and changing • Active listening • Bad day emotions • Valuing difference 	<p>Form teachers</p>
<p>Year 2</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>	<p>Health & Well-Being</p> <ul style="list-style-type: none"> • Being heard • Emotions • Solving conflict • Choosing kindness <p>Relationships</p> <ul style="list-style-type: none"> • What my body does • My body needs • Our special people • Act of Kindness • Should I tell? • How can you help? • Be Happy • Acceptance & Tolerance <p>Living in the wider world</p> <ul style="list-style-type: none"> • How are you feeling? • Being considerate 	<p>Form teachers</p>

<p>Year 3</p> <p>Summer</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships <p>Changing Me</p> <ul style="list-style-type: none"> • Life Cycles in nature • Growing from young to old • Increases in independence • Differences in male and female bodies 	<p>Form teachers</p>
<p>Year 4</p> <p>Summer</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Family roles and responsibilities • Friendships and negotiation • Keeping safe online and who to go to for help • Being a global citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends <p>Changing Me</p> <ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas 	<p>Form teachers</p>

<p>Year 7</p> <p>Spring</p> <p>Summer</p>	<p>Reproduction (Science)</p> <ul style="list-style-type: none"> • Identify the key parts of the female and male reproductive systems • Understand the process of sexual reproduction • Understand the stages of labour <p>Relationships</p> <ul style="list-style-type: none"> • Mental health worries • Managing feelings • love and loss • Power and control <p>Changing Me</p> <ul style="list-style-type: none"> • Self and body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/ girlfriends • Sexting 	<p>Science teachers</p> <p>Form teachers</p> <p>External RSE speaker TBC</p>
<p>Year 8</p> <p>Summer</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Changing friendships • Developing positive relationships • External factors affecting relationships • Assertiveness in relationships • The changing role of families <p>Changing Me</p> <ul style="list-style-type: none"> • My changing body and feeling • What is self-image • Coping during times of change • My changing ways of thinking and mood 	<p>Form teachers</p> <p>External RSE speaker TBC</p>

Year 11	Reproduction (Biology, Science) <ul style="list-style-type: none"> • Types of reproduction • Cell division in sexual reproduction • Sexual and asexual reproduction 	Science teachers
Year 9, 10, 11	Body Image <ul style="list-style-type: none"> • media and social media • changing/ puberty • the idea of beauty- where does it come from and how it changes cross culturally • self-esteem • why would people change their bodies- cultural aspects, tattoos, piercings • body dysmorphia- link to mental health and healthy living Healthy living <ul style="list-style-type: none"> • eating right for you- link to consequences of not eating right? • Sleeping • work-life balance / interests • diets and trends including vegan and certain intolerances • sexual orientation hetero, gay and lesbian. • Contraception, diseases, pregnancy and choices, termination, emergency contraception, porn, trust • Consent • drugs- making good choices, dangers of drugs, addiction • virginity and the changing definition • physical health and taking care of yourself • breast/ testicular checks Diversity <ul style="list-style-type: none"> • what is diversity mean/ look like • within school community • diversity within families- what is a typical family? • diversity within cultures and religions • gender diversity • sexual diversity • tolerance and benefits of diversity • within the work place Healthy Relationships <ul style="list-style-type: none"> • setting boundaries • managing friendships • facing confrontations • talking to parents/ carers • establishing individuality • sexual relationships • building a trusting relationship with a partner Safeguarding: types of abuse <ul style="list-style-type: none"> • sexual- rape, assault, abuse, misconduct • emotional • physical 	Form teachers External speakers - TBC

5. Monitoring and Review

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness.

Given the nature of Relationship and Sex Education, formal lesson observations are not always appropriate. For this reason, the Deputy Head Pastoral/ Head of PSHE meets with the Heads of Year regularly who in turn meet with their year group form teachers, reacting to current situations and adapting the curriculum accordingly. In the Senior School and Pre-Prep, the PSHE Lead meets with form teachers or those delivering the RSE material to discuss adapting the curriculum to suit current situations. The elements which are reviewed and considered are:

- The resources and methods used as well as their appropriateness and effectiveness;
- The reaction of the pupils to the lessons and materials;
- The inclusion of new/ additional topics that may need to be covered;

The policy and syllabus is available to all teachers and support staff on Firefly. This ensures the wider staff body are aware of what is being taught so that they are prepared to support the emotional needs of pupils in their lessons.

6. Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Staff receive training that should any pupils make a disclosure, they must follow the School's Safeguarding Policy and report this to the Designated Safeguarding Lead or any member of the Safeguarding team as a matter of priority. Any incident involving sexual misconduct is taken extremely seriously and is investigated thoroughly, potentially involving third party organisations. This is in line with the whole school Behaviour, Rewards and Sanctions policy.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits are arranged through the Deputy Head Pastoral/ Head of PSHE/ PSHE Lead and with the approval of senior leaders.

7. Parental rights

Our RSE curriculum is designed to support and complement RSE provision provided by parents and carers. We aim to build a positive and supportive relationship with parents and

carers through mutual understanding, trust and co-operation. We recognise that parents have the final decision about their child's Relationship and Sex Education up to when the child is 16 years old. Some of the topics discussed may be deemed inappropriate to the background and beliefs of individual parents and their children. In such cases, we fully respect and uphold the rights of parents to withdraw their children from aspects of the course. Alternative arrangements will be made for pupils in these circumstances; usually, this will involve independent study in the library or similar location. The right to withdraw from lessons relates only to Relationships and Sex Education, and not to the teaching of the biological aspects of human growth and reproduction.

If parents have any queries or wish to withdraw their child from Relationship and Sex Education, they should contact the Deputy Head Pastoral/ Head of PSHE/ PSHE Lead who will then liaise with the pupil's Form Tutor. The RSE policy and an overview of the syllabus are available to parents on Firefly.