


# Foreland Fields School



## Relationships and Sex Education Policy

### Governing Body Approval and Categories

Date of Last Review / Scrutiny	3 <sup>rd</sup> November 2025
Date (Month / Year) of Next Review /Scrutiny	November 2026
Date Policy was Ratified	3 <sup>rd</sup> December 2025
Category of the Policy	Teaching and Learning
Named Lead for Writing the Policy	Deputy Headteacher / RSE Lead
Named Governor for Scrutiny	Chair of Learning and Development
Approval Body	Full Governing Body
Display on Main Web Site	Yes
NOTE: IF THIS POLICY HAS BEEN SCRUTINISED BY A DIFFERENT LEAD GOVERNOR OR BEEN RATIFIED BY A DIFFERENT GOVERNING TEAM PLEASE STATE WHICH TEAM	
Signed – Chair of Governors 	Date 3-12-25

### United Nations Convention on the Rights of the Child

Foreland Fields School is a Rights Respecting School thereby this policy ensures that the following rights are acknowledged:



Article 16 (right to privacy) - Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

Article 17 (access to information from the media) - Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 24 (health and health services) - Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Article 34 (sexual exploitation) - Governments must protect children from all forms of sexual abuse and exploitation.

Article 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

# Relationships and Sex Education Policy

## Introduction

From September 2020 the **Relationships Education** aspects of PSHE (personal, social, health and economic) education are compulsory for all primary aged pupils and the **Relationships and Sex Education** (RSE) aspects of PSHE are compulsory in Key Stages 3 and 4.

This policy is to give information to staff, parents, carers, governors and pupils on how RSE is taught at Foreland Fields School and who teaches it.

This policy has been updated in relation to the latest statutory guidance, Relationships Education, Relationships and Sex Education and Health Education (Department for Education) issued in July 2025 and effective from September 2026.

## Links to other Policies and Guidance

This policy follows the statutory guidance on Relationships Education, RSE and Health Education (DfE 2019) and links to the following policies and guidance below:

- Relationships Education, Relationships and Sex Education and Health Education (for introduction 1 September 2026)
- Gender Questioning Children (Appendix 2)
- Cass Report (April 2024)
- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- School Visits
- Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Intimate Care Policy

## Guiding Principles for Relationships and Sex Education (RSE)

(DfE Guidance July 2025)

*Schools should develop a curriculum with the following key principles in mind:*

### ***Engagement with pupils.***

*An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.*

### ***Engagement and transparency with parents.***

*Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the section on openness with parents on page 33. Parents have a right to request that their*

*children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.*

**Positivity.**

*Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.*

**Careful sequencing.**

*Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.*

**Relevant and responsive.**

*Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.*

**Skilled delivery of participative education.**

*The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.*

**Whole school approach.**

*The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.*

**Definition of Relationships Education**

Relationships education is compulsory for all primary and secondary aged pupils and is separate from relationships and sex education. Relationships education does not include topics which involve explaining details of different sexual activity, for example rape. Relationships and sex education will not be taught to primary aged pupils at Foreland Fields school, apart from where there is exceptional pupil need and parents/carers consent.

RSE taught within the secondary department at Foreland Fields School will often address aspects of relationships and sex education in an integrated way within a single topic, but parents/carers will be informed by letter of the sex education component within planned lessons. So that they are clear what they can request to withdraw their children from.

## **Definition of RSE**

Relationships and Sex Education (RSE) is enabling young people to develop and maintain healthy, nurturing relationships of all kinds. It enables them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a good marriage or other type of committed relationship.

RSE is learning about:

- Different kinds of relationships
- Healthy and unhealthy relationships, including online
- Behaviours within relationships that are unacceptable, or criminal and how to seek help
- Stereotypes and how these can lead to prejudice and discrimination
- Different types of bullying, the impact it has and how to prevent it
- The concepts and laws relating to sexual consent, sexual exploitation and sexual violence, abuse, honour-based violence and female genital mutilation (FGM), abuse, grooming, coercion, harassment, rape, domestic abuse and forced marriage
- Equality and protected characteristics and the importance of respecting difference
- Gender identity and building a positive sense of gender identity
- How to recognise risks and harmful material online and how to report this
- The facts about sexual health, contraception and pregnancy and how to seek advice
- What makes a good parent
- Strategies for identifying and managing sexual pressure and how the use of drugs and alcohol can influence poor choices.

## **RSE at Foreland Fields School**

Foreland Fields School curriculum aims *‘to provide a curriculum that develops the individual talents and abilities of students to enable our students to lead a safe, healthy and happy adult life with as much independence as possible’.*

(Foreland Fields School Curriculum Handbook)

We recognise the vulnerabilities of our young people with profound, severe and complex needs and agree that RSE is a crucial part of our curriculum offer.

We know that in order to lead safe, healthy and happy lives our pupils and students need additional support with:

- Initiating and reciprocating positive interactions with others
- Communicating when they need help
- Reading body language/non- verbal communication and understanding social rules and situations

- Understanding rules for safe and acceptable behaviour online
- Understanding different types of relationships – such as staff member, friend, boy/girlfriend
- Building and maintaining healthy relationships
- Recognising risks and being able to problem solve
- Resisting peer pressure – or being able to say, ‘no’
- Understanding concepts such as, personal space, appropriate touch and consent.

## **RSE Provision**

All pupils and students have RSE provision and a personalised goal on their Section F Provision Plans. This is discussed with parents/carers and reviewed 3 times a year during goal planning meetings and annual reviews. The provision and goals will reflect the age and developmental stage of each child.

## **Relationships Education for Primary Aged Pupils**

Relationships Education will be delivered to all primary aged pupils at a level that is appropriate for their age and developmental stage. This will be delivered by their class teacher and their class teams. Relationships Education will be delivered holistically throughout the curriculum, regardless of pathway. Where appropriate, some primary classes may deliver discrete relationships lessons.

## **Relationships and Sex Education for Primary Aged Pupils**

Sex Education is not compulsory for primary aged pupils. Most primary aged pupils at Foreland Fields School will learn about the names for external body parts, the human body as it grows from birth to old age (including puberty) and basic life cycles of plants, animals and humans as part of developing a knowledge and understanding of the world.

Parents/carers may **not** withdraw their child from these aspects of the curriculum. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend therefore that all primary schools should have a sex education programme for year 5 and year 6 pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – teaching the facts of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

## **RSE for Secondary Aged Pupils**

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships

- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use a range of appropriate material to assist learning. Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age and developmental stage of the pupils.

Provision will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and developmental stages of the pupils.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be value.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion.

These topics may include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

We will **always** amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in a manner appropriate for their age and developmental stage. We will always inform parents of curriculum content before it is delivered.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Relationships and Sex Education will be taught to all secondary aged pupils at a level that is appropriate for their age and developmental stage. This will be delivered by their class teacher, or a familiar teacher and their class team. RSE will be delivered holistically throughout the curriculum regardless of pathway. Most classes (where appropriate) will also deliver discrete RSE lessons. RSE may be delivered on a 1:1 basis, small groups or by whole class teaching.

### **Engaging and Involving Parents/Carers and the Wider School Community**

We fully acknowledge the importance of sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Relationships and Sex Education and compliance with the statutory guidance.

We will let parents and carers know what will be taught and when and the resources that will be used.

We will do this by:

- Consulting with parents and carers when developing or reviewing the Relationships and Sex Education policy
- Publishing the Relationships and Sex Education policy on the website
- Engaging with staff and stakeholders.

### **Curriculum Pathways**

Each curriculum pathway has a different approach to delivering RSE, so that the needs of all pupils and students are met. RSE provision for each pathway, is documented at the end of this policy.

### **Assessing RSE**

Evidence of achievement and progress in RSE, is captured as the pupil/student moves through the school on the RSE Tracker on Evidence for Learning and on their Section F provision plans in their EHCP.

## **Monitoring and Evaluating RSE**

RSE is monitored through the school's quality assurance programme, which monitors the quality of curriculum intent, implementation and impact. Leaders monitor planning, teaching and learning, pupil work and evidence and assessment.

Sarah Thorp (Deputy Headteacher) has the lead responsibility for monitoring the whole school curriculum. Sarah Wood (Leader of Learning for Secondary Discoverers), is the subject lead teacher for RSE. She has responsibility for monitoring the effectiveness of the RSE curriculum across the school. Pathway leads will monitor RSE within their own pathways. The Governors with lead responsibility for Relationships and Sex Education is Lucy Taylor (Safeguarding Governors).

## **Right to Withdraw Pupils and Students from Sex Education**

We hope that parents and carers will share our belief that RSE is a crucial part of their child's education. Parents and carers do have the right to withdraw their child from some or all of the Sex Education element of RSE.

If a parent or carer wishes to withdraw or has concerns about the sex education lessons they should arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning about Sex Education. Where appropriate we will include the pupil/student in these conversations. Students have the right to choose to opt into sex education at any time from 3 terms before their 16<sup>th</sup> birthday.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

## **RSE Equal Opportunities and Inclusion**

The RSE curriculum has been developed to take account of the diversity of the school population and meet the needs of pupils and students at Foreland Fields School. The policy has been written with the Equalities 2010 act in mind and takes into account the nine protected characteristics which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We will review our teaching materials regularly and adapt teaching approaches to meet the changing needs of our complex pupils and students with diverse needs. Some teaching will take place in mixed gender groups, some in single gender groups and where appropriate some pupils and students may be offered individual and specialist support.

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported



- Able to engage with the key messages  
We will also:
- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Give careful consideration to the level of differentiation needed

### Lesbian, Gay, Bi-Sexual and Transgender Content

Equality and respect will be promoted throughout the curriculum. All provision will feature a focus on healthy loving relationships – which will include same-sex parents along with other family arrangements. The RSE curriculum will be delivered in a way that is relevant for all pupils, including those who are lesbian, gay, bisexual and/or gender questioning.

We will follow the DFE 2025 guidance that states that:

*Pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity. In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as fact that all people have a gender identity. Schools should avoid language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.*

*Schools should encourage young people to consider how to express their views while remaining respectful of the opinions of others. Schools should be clear that bullying or disrespectful language or behaviour is never appropriate.*

### Use of Resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## Use of External Organisations and Materials

On occasions we may invite guest speakers/educators from outside organisations, or use their published materials to deliver part of the RSE curriculum – for example NSPCC online safety materials. We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our policies and legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
- Comply with:
  - This policy
  - The [Teachers' Standards](#)
  - The [Equality Act 2010](#)
  - The [Human Rights Act 1998](#)
  - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## Sharing this Policy

A copy of this policy is on the whole school website. Hard copies are on display in our Annual Review meeting room and available for parents and carers.

## Relationships and Sex Education for the Explorers Pathway

### What will your child learn?

- We will support your child's communication so that they learn to communicate their wants, needs, feelings and choices to the best of their ability
- We will treat your child with dignity, respect their privacy and we will listen and respond to your child's communications
- We will encourage your child to communicate choices
- We will support your child to have positive relationships with staff and peers in school
- We will work with families and outside agencies to build a detailed knowledge of your child's needs, so that we can create an environment where they feel safe
- We will use different strategies to develop your child's awareness of their own body
- For some pupils we may do work about changes during puberty including menstruation – this work would be personalised and we would collaborate with families and possibly health professionals.



Explorers' Pathway

### How will your child learn this?

- All Relationships and Sex Education will be highly personalised and parents and carers will be closely involved in all aspects of their child's learning journey
- Relationships and Sex Education will be delivered holistically throughout the curriculum, by the class team.

## Relationships Education for the Foundation Pathway

### What will your child learn?

- We will support and develop communication skills to enable your child to express their wants, needs and feelings, make choices, comment and request
- We will enable and encourage your child to be understood through facial expression, gesture, vocalisation, Makaton signing, symbols, PECS, communication boards and other AAC equipment
- We will teach your child to develop self-help and self-care skills – motor skills, identifying body parts, facial features, the 5 senses, privacy, respect and dignity
- We will support your child identify facial expressions and sounds that link to feelings i.e. when another is happy or sad
- We will support your child to link visual emotions to causes i.e. what actions/events can make someone happy?



- We will teach strategies to support and develop self- regulation skills
- We will support and develop making positive relationships with all staff and peers
- We will support and develop your child's ability to notice similarities and differences. To recognise their self, friends, family and familiar adults
- We will work closely with families and outside agencies to gain detailed understanding of your child and their individual needs
- We will create an enabling environment where your child feels safe and supported
- We will develop and nurture their individuality and personality.

### **How will your child learn this?**

#### **Relationships Education will be delivered holistically throughout the curriculum.**

- Teacher directed activities - 1:1 activities – adult & child discreet and repetitive learning
- Small group & whole class – learning together with peers, working alongside and with others
- Daily Routines
- Child initiated activities - Adult scaffolding, timely interventions and enabling environments
- The school community & the wider community.

## **Relationships and Sex Education for the Adventurers Pathway**

### **What will your child learn?**

- We will support your child's communication so that they learn to communicate their wants, needs, feelings and choices to the best of their ability
- We will treat your child with dignity, respect their privacy and we will listen and respond to your child's communications
- We will encourage your child to communicate choices
- We will support your child to have positive relationships with staff and peers in school
- We will work with families and outside agencies to build a detailed knowledge of your child's needs, so that we can create an environment where they feel safe
- We will use different strategies to develop your child's awareness of their own body
- For some pupils we may do work about changes during puberty including relationships, menstruation, masturbation, touch – this work would be personalised and we would collaborate with families and possibly health professionals.



Adventurers' Pathway

### **How will your child learn this?**

- All Relationships and Sex Education will be highly personalised and parents and carers will be closely involved in all aspects of their child's learning journey
- Relationships and Sex Education will be delivered holistically throughout the curriculum, by the class team
- Individual, specialised input and behaviour support will be employed for reinforcing and teaching specific elements of RSE based on need. For example, in working with a pupil

who has an ASD/SLD diagnosis to develop positive behaviours around relationships, masturbation or touch.

## **Relationships Education for the Primary Discoverers Pathway**

### **Introduction**

Relationships Education must be taught to all primary aged pupils. The sex education element of Relationships and Sex Education is not compulsory for primary aged pupils and will not be routinely taught within our primary classes at Foreland Fields School. In some individual cases it may be appropriate to deliver some elements of sex education to a primary aged pupil, with prior agreement from parents/carers.



Pupils following the Primary Discoverers' Pathway will have opportunities to develop their social and emotional skills through learning about themselves first. Knowing their own bodies, thoughts, feelings, boundaries, likes, dislikes, emotions and mental and physical health. They will also be learning how to keep themselves safe and to know which people are important to them through their relationships. Our Primary Discoverers will also be learning more about positive relationships and what makes a good friend. This learning will promote positive self-image, self-belief and self-esteem as a core element of every child's learning journey. Being free to make choices is also an important aspect of life learning, pupil's voices and choices being valued.

Relationships education will be delivered holistically throughout the whole curriculum, by the class team and other familiar adults in school. Learning is highly personalised and tailored to the needs of each pupil. Parents and carers also play an important role in supporting pupils throughout their lives and working with the school to support their development in Relationships Education and each pupil will have a relationships personal learning intention or goal within their EHCP provision, that is shared with families 3 times a year during planning meetings.

### **Curriculum Focus**

- Families and people who care for me
- Caring Friendships.
- Respectful Relationship
- Online Relationships
- Being safe

# Relationships Education for the Secondary Discoverers Pathway

## Introduction

Pupils and students on the Discoverers Pathway, at Foreland Fields School, are taught Relationships and Sex Education (RSE) as an integral part of lifelong learning. It is delivered by staff who know the students well and is taught within a holistic context of emotional and social development. As with other pathways, the purpose of RSE for our pupils and students is to help children and young people to be safe, healthy and happy as they grow up, and in their future lives. RSE for the Discoverers Pathway is taught in class groups; in gender groups and individually as appropriate. Teachers working with pupils and students on the Discoverers Pathway have understanding and knowledge about each young person and their readiness to learn about certain aspects of RSE. Using the 'My Relationship and Sex Education' Equals Scheme of Work, teachers plan suitable areas and topics relevant to the personal level of each pupil or student. Appropriate resources are often difficult to find, but many teachers develop their own, using these with pupils in an open, non-judgemental and friendly manner. Pupils and students trust their staff to guide them well and staff understand that this is a responsibility. All teachers are fully prepared and understand that many areas of RSE will require generalisation into everyday life and will need to be revisited and embedded over the time that the young person is educated at Foreland Fields. This will be dependent on levels of understanding reached and retained by every individual pupil/ student. Learning is highly personalised and tailored to the needs of each pupil. Parents and carers also play an important role in supporting pupils throughout their lives and working with the school to support their development in Relationships Education and each pupil will have a relationships personal learning intention or goal within their EHCP provision, that is shared with families 3 times a year during planning meetings. Pupils will continue to develop their knowledge and understanding of the primary Relationships curriculum and during their secondary phase will cover additional content listed below.



Discoverers' Pathway

## Curriculum Focus

- Families
- Respectful relationships including friendships
- Online and Media
- Being safe
- Intimate and sexual relationships including sexual health
- The law and sex and relationships

# Relationships and Sex Education for the Pioneers Pathway

## Introduction

Relationships Education must be taught to all primary aged pupils. The sex education element of Relationships and Sex Education is not compulsory for primary aged pupils and will not be routinely taught within our primary classes at Foreland Fields School. It will however be delivered in all secondary Pioneers classes. In some individual cases, it may be appropriate to deliver some elements of sex education to a primary aged pupil, with prior agreement from parents/carers. Relationships and Sex Education will be delivered by familiar members of staff.



Pioneers' Pathway

## Primary Curriculum Focus (KS2)

- Families and people who care for me
- Caring Friendships.
- Respectful Relationship
- Online Relationships
- Being safe

Pupils will learn how to develop and maintain positive relationships within families, friendship groups and the community. They will learn how to be kind, respectful and well-mannered and how to report hurtful behaviour.

They will learn how to keep safe at home, in the community and online and how to tell a trusted adult if they are worried.

Pupils will learn about the need for privacy and how to recognise and stand up to peer pressure.

Year 6 pupils will learn about puberty and how their bodies will change. This content is also included in the National Curriculum science programme of study for science.

## Secondary Curriculum Focus (KS3/KS4/KS5)

The secondary curriculum will build on the skills and knowledge learnt during the primary phase:

- Families
- Respectful relationships including friendships
- Online and Media
- Being safe
- Intimate and sexual relationships including sexual health
- The law and sex and relationships

## Key Stage 3

Students in KS3 will learn about different types of relationships and how to resolve conflict. They will learn about the difference between bullying and falling out with someone.

They will learn about aspects of identity, such as ethnicity, faith, culture, family and gender. They will learn about stereotypes and how these are not always accurate.

Students will learn how friends and family communicate and about content that is safe to share online. They will learn that knowing someone online, is not the same as knowing someone face to face.

They will learn about the difference between a friendship and a loving relationship. They will learn about marriage and civil partnership and that forced marriage is illegal.

They will learn what sexual intercourse is and the link between love, a committed relationship and conception. They will learn how pregnancy occurs and the laws around sexual intercourse.

## **Key Stage 4**

Students in KS4 will learn to respect diversity and to understand the meaning of protected characteristics such as gender, faith and disability. They will learn about their rights in terms of the 2010 Equality Act.

They will learn more about healthy relationships and how to identify when a relationship is unhealthy – in particular where a relationship is coercive or exploitative. They will learn about the laws relating to consent.

Students will learn about managing risks when they are in the community. They will learn about environmental hazards such as railway lines, as well as adults or peers that may pose a risk by pressuring them into illegal or unwanted activity, such as county lines or risky behaviour.

*What constitutes harmful sexual behaviour should not be taught before Year 7 and details of violent abuse should not be introduced before Year 9; If a child is questioning their gender, schools should refer to the guidance on gender questioning pupils for more information; schools should not teach about the broader concept of gender identity... they should teach the facts about biological sex and not use any materials that present contested views as fact, including the view that gender is a spectrum (2024 Draft RSE Guidance).*

## **Key Stage 5**

Students in KS5 will learn about right, equality, prejudice and discrimination. They will learn about extremist view and how to build resilience against these.

They will learn about prejudice towards LGBTQ+ and where to seek support, if they feel that they are being discriminated against.

Students will learn about the importance of healthy relationships and belonging to community groups for mental health. They will learn about healthy coping strategies and that self-harm and eating disorders are unhealthy strategies. They will learn how to seek help, if they need to.

They will learn more about unhealthy intimate relationships and the impact of how sex is portrayed in the media. They will learn about safe sex and contraception. They will learn about fertility, pregnancy and parenting.



They will learn how to keep safe as young adults in the community. They will learn about fraud, scams, online safety, personal safety and how to seek help if they think that they may have been a victim of a crime.