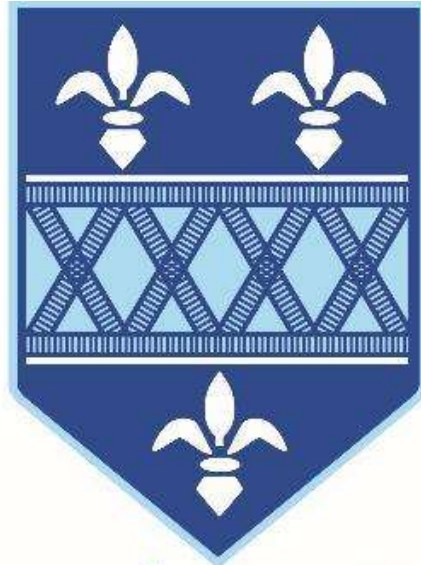


# Relationships and Sex Education Policy (from 2020)



## Langley Park School for Girls

<b>Approved by:</b>	Governing Body	<b>Date:</b> November 2020
<b>Last reviewed on:</b>	N/A	
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## Contents

1. Aims .....	3
2. Statutory requirements .....	4
3. Policy development .....	4
4. Definition .....	4
5. Curriculum .....	4
6. Delivery of RSE.....	4
7. Roles and responsibilities .....	5
8. Parents/Carers' right to withdraw.....	6
9. Training.....	6
10. Monitoring arrangements .....	6
Appendix 1: Curriculum map.....	7
Appendix 2: By the end of secondary school pupils should know .....	11
Appendix 3: Parent form: withdrawal from sex education within RSE.....	15

## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- The PSHCE Curriculum should
  - have cultural capital and uphold the values of equality, dignity and inclusion for all members of our community, in line with character education at LPGS.
  - form an active part of the inclusive community at LPGS
  - Develop the maturity, self-awareness and understanding of others to discuss sensitive topics respectfully and positively, including sexuality and relationships.

## 2. Statutory requirements

- The DfE requires all secondary school students to learn about certain RSE topics by the end of secondary school. These requirements are listed at Appendix A to this Policy. Many of the topics were already taught as part of RSE, before the DfE's changes were announced in 2019
- The LPGS RSE Curriculum is appended to this Policy, at Appendix B. It has been consulted on in line with Section III of this Policy "Policy and Curriculum Development". The Curriculum is a live document, so it will be reviewed and updated as appropriate.
- LPGS teaches the RSE Curriculum as part of Personal, Social, Health and Economic Education (PSHE). Certain biological aspects of the RSE Curriculum are taught within the Science Curriculum and other aspects are included in the RE Curriculum. Trained external health professionals deliver stand-alone sessions on sex education and parts of the RSE Curriculum may be taught in form-groups and assemblies.

As a secondary academy school we must provide RSE to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Langley Park School for Girls we teach RSE as set out in this policy.

In drawing up a policy schools are expected to take steps to ensure that any RSE is given in a manner which encourages pupils to have due regard to moral considerations and the value of family life.

Parents/Carers may withdraw their child from all or part of RSE - except that which is included in the National Curriculum, see section 8 for more details.

### **The Role of the Parents/Carers**

The prime responsibility for bringing up children rests with Parents/Carers. Therefore, teaching on RSE will aim to be complementary to and supportive of their role.

In the event of Parents/Carers wishing to withdraw their daughters from RSE lessons they should write to the Headteacher, who would then invite Parents/Carers to discuss their concerns with her. Parents/Carers do not have to give a reason for their decision to withdraw their daughter from RSE, however a confidential discussion with the Headteacher may well be helpful so that any misunderstandings about the nature of RSE provided by the school can be resolved.

### **3. Policy development**

This policy has been developed in consultation with staff, students and Parents/Carers. The consultation and policy development process involved the following steps:

1. Review – Heads of Key Stage and the Designated Safeguarding Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – Parents/Carers and any interested parties given the opportunity to review the policy and make comments
4. Student consultation – we investigated what exactly students want from their RSE through a student voice activity
5. Ratification – once amendments were made, the policy was shared with governors and ratified

### **4. Definition**

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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/Carers, families headed by grandparents/Carers, adoptive Parents/Carers, foster Parents/Carers/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).

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with Parents/Carers, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Our RSE curriculum shows that our school community

- (a) does not tolerate discrimination or prejudice against any of the protected characteristics or any individual;
- (b) Respects diversity of belief, which may be based on culture, religion, sexual orientation or another factor.
- (c) Teaches its students to practise equality and respect diverse ways of life, and not to tolerate discrimination or prejudice, in line with the LPGS Student Behaviour Policy.
- (d) Endeavours to teach sensitive topics at an appropriate stage in students' education, as shown by the RSE Curriculum map at Appendix B to this Policy.
- (e) Engages its students in conversations about sensitive topics in a way which allows them to express different points of view respectfully, constructively and maturely.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by trained health professionals.

RSE is key to the emotional, social and cultural development of students and focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

RSE does not promote sexual activity and, whilst it encourages equality and respect for all groups, it does not pressure students to adopt beliefs or practices that are inconsistent with their values, which may be linked to their faith, culture or another aspect of their background.

These areas of learning are taught within the context of personal identity and 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/Carers, families headed by grandparents/Carers, adoptive Parents/Carers, foster Parents/Carers/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)t

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

### 7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory components of RSE (see section 8).

### 7.3 Staff

As reflected through out the curriculum at LPGS teaching staff are committed to

- (a) Delivering RSE consistently and in line with LPGS's values, obligations and their training.
- (b) Model positive attitudes of equality, diversity and inclusion.
- (c) Monitoring progress in RSE as part of the standard internal assessment systems for student performance.
- (d) Managing and responding appropriately to the needs of individual students (e.g. those with special educational needs and disabilities – “SEND students”).
- (e) Respond appropriately to students whose Parents/Carers or carers make a request for them to be withdrawn from the sex education components of the RSE Curriculum.

All form tutors (years 7-13) are expected to deliver components of the RSE curriculum during PSHCE lessons in form periods. Awareness of individuals' un-conscious bias is always considered and this is monitored through joint planning, work scrutinies and learning walks.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

#### **7.4 Students**

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

When appropriate, and to ensure that the RSE Curriculum is accessible for all students, teaching will be differentiated, and content will be adapted to meet the needs of students.

When delivering RSE to students with SEND, teachers will be mindful of

- (a) The SEND Code of Practice, which includes a set of outcomes on preparing students for adulthood.
- (b) The additional vulnerability that SEND students can face, to exploitation, bullying and other issues.
- (c) The possibility that elements of RSE may be particularly important for some SEND students, because of the nature of a condition or disability.
- (d) The potential need to tailor content and teaching to meet the specific needs of SEND students at different developmental stages.

#### **8. Parents/Carers' right to withdraw**

Parents/Carers have the right to withdraw their children from the non-statutory components of sex education within RSE up to and 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.

The sex education component of the RSE Curriculum are those areas covered in the "Intimate and sexual relationships, including sexual health" part of Appendix A – DFE requirements. 31. Students cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum (they may only be withdrawn from the aspects of sex education that are taught as part of the RSE Curriculum)

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with Parents/Carers and take appropriate action.

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

#### **9. Training**

Staff are trained on the delivery of RSE as part of our continuing professional development programme.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Heads of Key Stage through planning and work scrutinies, learning walks. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Assistant Headteacher (Inclusion) annually. At every review, the policy will be approved by the Headteacher and the governing board.

## **11. Concerns and complaints**

Concerns about the delivery of the RSE Curriculum in this Policy will be considered in line with the LPGS Complaints Policy.

Complaints will not be considered if they are based on prejudice or a desire to discriminate against a particular group. If a complaint of this nature is made, appropriate action will be taken to prevent the discriminatory or prejudiced views of the complainant from having a negative impact on the LPGS community and its values of equality, dignity and respect.



	Autumn Health & wellbeing	Spring Relationships	Summer 1 Living in the wider world
<b>Year 7</b>	<ul style="list-style-type: none"> <li>Mental Health (strategies for promoting wellbeing)</li> <li>Dealing with Change inc. Loss and Bereavement</li> <li>Healthy Lifestyles</li> <li>Puberty</li> <li>Sleep</li> <li>FGM</li> </ul>	<ul style="list-style-type: none"> <li>Building friendships</li> <li>Healthy and Positive Relationships</li> <li>Families</li> <li>Self Esteem</li> <li>Body Image</li> <li>Social Media</li> </ul>	<ul style="list-style-type: none"> <li>Life skills, attributes and values</li> <li>Media literacy and digital resilience</li> <li>Equality, Prejudice and Discrimination</li> <li>Disability</li> <li>Democracy</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>Mental Health (strategies for promoting wellbeing)</li> <li>Dealing with Change inc. Loss and Bereavement</li> <li>Addiction</li> <li>Drugs, alcohol and tobacco</li> <li>Managing risk and personal safety</li> <li>First Aid</li> <li>Personal Health</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Vs Unhealthy Relationships</li> <li>Relationship values</li> <li>Change in relationships</li> <li>Grooming</li> <li>Sexting</li> <li>HIV/Aids</li> </ul>	<ul style="list-style-type: none"> <li>Refugee/Asylum seeking</li> <li>Trafficking/modern day slavery</li> <li>Media reliability</li> <li>Careers</li> <li>Employment rights and responsibilities</li> <li>Stereotypes/discrimination in work and pay</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>Mental Health (strategies for promoting wellbeing)</li> <li>Dealing with Change inc. Loss and Bereavement</li> <li>Body Image - cosmetic and aesthetic procedures</li> <li>Healthy routines</li> <li>Mental health and emotional wellbeing</li> <li>Drug and Alcohol Misuse</li> </ul>	<ul style="list-style-type: none"> <li>Respectful relationships</li> <li>Sexual attraction and developing sexuality</li> <li>Managing unwanted attention</li> <li>Families, Parenting, Adoption and Fostering</li> <li>Conflict Resolution</li> <li>Gangs</li> </ul>	<ul style="list-style-type: none"> <li>Forced marriages</li> <li>Prevent</li> <li>Communities, belonging and challenging extremism</li> <li>Financial choices</li> <li>Gambling</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>Mental Health (strategies for promoting wellbeing)</li> <li>Dealing with Change inc. Loss and Bereavement</li> <li>Media portray idealised and artificial body shapes</li> <li>Consent/Being ready</li> <li>Sexual health, STIs</li> <li>Fertility – Unplanned pregnancy/ Parenting</li> <li>Drugs and Alcohol (Bromley Changes)</li> </ul>	<ul style="list-style-type: none"> <li>Discrimination: sexism, homophobia, biphobia and transphobia. Diversity in relationships.</li> <li>Unhealthy, coercive or abusive relationships</li> <li>Coercive Behaviour Sexting</li> <li>Gang Exploitation</li> <li>Grooming and CSE</li> <li>Pornography Myths Vs Reality</li> </ul>	<ul style="list-style-type: none"> <li>Forced Marriages/Honour Based violence</li> <li>Prevent and extremism</li> <li>Modern Day Slavery</li> <li>Digital footprint</li> <li>Careers - challenging stereotypes in career pathway</li> <li>Labour market, local, national and international employment opportunities</li> <li>Employment rights and responsibilities</li> <li>Finance:</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>Stress management</li> <li>Mental Health and Well being</li> <li>Post 16 and post 18 choices &amp; pathways to employment</li> <li>Protection your own reputation – healthy on line behaviour</li> <li>Drugs and Alcohol</li> </ul>	<ul style="list-style-type: none"> <li>Finance – Finance and the workplace</li> <li>Finance and scams – money mules</li> <li>Managing work/life balance</li> <li>Protecting their own and others' reputations</li> </ul>	<b>PUBLIC EXAMS</b>
	<ul style="list-style-type: none"> <li>Pregnancy</li> <li>Miscarriage &amp; support for those who are not able to conceive or maintain a pregnancy</li> </ul>		

## Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
Families	<ul style="list-style-type: none"><li>• That there are different types of committed, stable relationships</li><li>• How these relationships might contribute to human happiness and their importance for bringing up children</li><li>• 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</li><li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li><li>• The characteristics and legal status of other types of long-term relationships</li><li>• The roles and responsibilities of Parents/Carers with respect to raising of children, including the characteristics of successful parenting</li><li>• 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</li></ul>

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• 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)</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>• That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>• What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>• 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</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>• 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</li> <li>• Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>• What to do and where to get support to report material or manage issues online</li> <li>• The impact of viewing harmful content</li> <li>• 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</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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)</li> <li>• 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</li> <li>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>

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

TO BE COMPLETED BY PARENTS/CARERS			
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/Carers	