LAWRENCE SHERIFF SCHOOL RUGBY

A Teaching School Hub

Relationships & Sex Education Policy

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1. Introduction

This Relationships and Sex Education (RSE) policy has been produced in consultation with parents, teaching and pastoral staff, and has been produced to ensure all students receive RSE with an appropriate moral framework in accordance with Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk). The aim of this policy is to facilitate the presentation facts and information on RSE in a balanced manner so as to enable students to comprehend the range of sexual attitudes and behaviour in present day society by considering:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

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 Lawrence Sheriff we teach RSE as set out in this policy which has been developed in consultation with staff, pupils and parents.

3. Definition

RSE is concerned with the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Relationships and Sex Education involves a combination of sharing information and exploring issues and values. Relationships and Sex Education is not about the promotion of sexual activity.

4. 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed.

5. Objectives

RSE is delivered within the personal, social, health and economic (PSHE) education / Personal Development curriculum and also as part of the school's tutor programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive age specific relationships and sex education sessions delivered by the Head of PSHE during the school's tutor programme.

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

For more information about our RSE curriculum, see Appendix 1.

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

6. Confidentiality and Advice

Students will be made aware that some information cannot be held confidentially and made to understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support. The following procedures will be adhered to by all adults, including health professionals and other outside speakers.

6.1 Disclosure or suspicion of possible abuse

The school's child protection procedures will be invoked immediately (see Child Protection & Safeguarding policy).

6.2 Disclosure of partner's pregnancy / pregnancy or advice on contraception

- The following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported through the pastoral system.
- Professional information and guidance will always be sought from a health professional.
- The school will always encourage students to talk with their parents first.
- Students should be asked whether they can tell their parent(s) and whether they want help in doing so. If this takes place, subsequent responsibility then lies with the parent(s).
- If students refuse to tell their parent(s), the adult should refer them to a health professional.
- The adult should report the incident to the designated safeguarding leads or Headteacher, who will consult the health professional about informing the parent(s).

7. Roles and Responsibilities

7.1 The Trust Board Pastoral Committee

The Trust Board Pastoral Committee is responsible for:

- approving the RSE policy, and holding the school to account for its implementation.

7.2 **Headteacher**

The Headteacher is responsible for:

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

7.3 **Staff**

Staff are responsible for:

- delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of SRE.

Staff do not have the right to opt out of teaching RSE and all teachers deliver elements of RSE through the school's tutor programme under the leadership of the head of PSHE (Mrs B Costello). Staff who have concerns about teaching elements of RSE are encouraged to discuss this with the headteacher.

7.4 **Pupils**

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

8. Parents' right to withdraw

Parents 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.

Requests for withdrawal should be put in writing and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

9. Training & Delivery of RSE

RSE is delivered by trained teachers or specialist non-teaching staff / external providers who are accompanied by trained teachers. However, some moral and ethical issues may arise from apparently unrelated topics in any academic subject. All teaching staff are trained on the delivery of RSE as part of their continuing professional development calendar. This will be led by the Head of PSHE and may involve visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

A variety of resources are used to deliver RSE. These include worksheets, leaflets, videos and visitors from outside agencies. When selecting resources for use in the classroom, the following criteria are used:

- appropriateness to module and age group being taught.
- accessibility to all students.

- The moral and values framework outlined earlier in this policy.

Copies of Relationships & Sex Education resources are available on request for parents / carers.

10. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Deputy Headteacher (Pastoral) every year and every three years by the Trust Board Pastoral Committee or in line with new guidance. At every review, the policy will be approved by the Trust Board Pastoral Committee and the Headteacher.

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

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

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