



## Relationships and Sex Education Policy

### Aims

The aims of relationships and sex education (RSE) at Leighton Park School are to:

Provide a framework in which sensitive discussions can take place

Ensure that every student is provided with RSE, except for those excused.

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

Ensure that key issues related to sexuality are not taught in isolation but in part of a broader context and scheme of work.

To support the school behaviour policy and Quaker ethos.

To share and review the schools' approach to RSE with the staff, students and parents before any planned change.

To make the policy available via the school website which is reviewed annually or before if there are any further recommendations.

### 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 importantly makes the distinction between the physical action of sexual activity and the emotional relationship that comes with it. RSE is not about the promotion of sexual activity.

## Statutory requirements

All English schools are required to adhere to the statutory requirements in relation to Relationships and Sex Education (RSE).

As an independent secondary school we must provide Relationships Education to all students as stated in the 'Relationships Educations, Relationships and Sex Education and Health Educations (England) Regulations 2019', included in section 34 and 35 of the 'Children and Social Work Act 2017' from September 2020.

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 Leighton Park School we teach RSE as set out in this policy.

## Delivery of RSE

RSE is taught within the Personal Social and Health Education programme. This includes social, health and economic education curriculum as well as careers. Students are typically taught by the tutors during their weekly PSHE lesson, although this depends on the topic and the age of the students.

Students also receive specific sex education sessions delivered by trained health professionals. Speakers from the local sexual health clinic deliver session and our Leighton Park School nursing team are qualified to deliver sessions on puberty, sexual health and hygiene. Sessions are scheduled to be delivered at age appropriate points and at times.

The aim is that the curriculum content is delivered in a non-judgemental and factual way which allows for students to ask questions, either as a part of a group or through anonymous means such as question boxes.

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 Appendices 1 and 2.

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).

Biological aspects of RSE are also taught within the science curriculum by specialist staff. Other aspects such as families, different types of relationships and marriage, divorce and IVF treatment. are included in Beliefs and Values and Global Perspectives. Aspects can be covered within collects and tutor time activities.

The religious background of all students will be taken into account and activities planned accordingly to ensure all content is handled sensitively and appropriately.

## **Policy development**

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

1. Review – local and national information was collated and reviewed.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy.
4. Student consultation – we investigated what exactly students want from their RSE through tutor time and the School Council.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Curriculum**

Our curriculum is set out as per Appendix 1. This is an overview and a further working document is used for specific year groups to schedule individual lessons. These are reviewed and adapted regularly based on feedback from students and staff.

We have developed the curriculum in consultation with parents, 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.

The RSE and PSHE curriculum complements the whole school approach to student well-being and links to the school's other policies such as behaviour, bullying and safeguarding.

In addition, Leighton Park's ethos and overriding Quaker values encourage students to develop into kind and tolerant young people. The emphasis on simplicity, truth, respect, integrity, peace, equality and sustainability link closely to many of the topics we cover in PSHE and RSE in addition to tutor tasks and collects.

## **Roles and responsibilities**

### **The Governing Board**

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

### **The Head Teacher**

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

### **Leadership and Overview**

A member of the Extended Leadership in consultation with the Deputy Head (Pastoral and Designated Safeguarding Lead) lead on PSHE and RSE. Specific time is allocated throughout the week for the monitoring, planning and disseminating of information.

## **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

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 Head Teacher.

Staff who will be delivering RSE lessons are trained professionals.

## **Students**

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

## **Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory/non-science 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. Students cannot be withdrawn from relationships education which includes topics such as friendship, settling in, different types of relationships and families.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Head Teacher.

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

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

## **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher 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 and to review teaching resources.

## **Monitoring arrangements**

The delivery of RSE is monitored by the Head Teacher through:

Line Management, learning walks, observations, student feedback and forums.

Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by a member of SLT annually. At every review, the policy will be approved by the governing body and the Head Teacher.

Author: Sally Saunders, Head of Careers & Assistant Head of Sixth Form  
Reviewer: Jan Digby (Safeguarding Governor)  
Sign off: Matthew Judd  
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## Appendix 1: By the end of secondary school students should know

TOPIC	STUDENTS SHOULD KNOW
1. 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 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
<p>2. Intimate and sexual relationships, including sexual health</p>	<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>
<p>3. Being safe</p>	<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
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>
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>



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

TO BE COMPLETED BY PARENTS			
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	