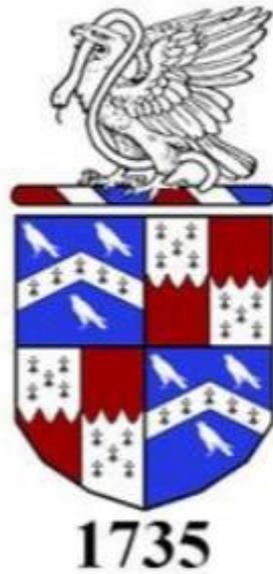


Lacon Childe School

Relationships and Sex Education Policy



First issue: July 2021

Staff responsible: Mrs Kara Guise , Assistant Head, Pastoral & Behaviour

Mr Matthew Stinson, PSHE and Careers Lead, PE & Maths Teacher

To next be reviewed: July 2023

Having this policy reviewed every two years will ensure that it is kept relevant, up to date and in line with any new guidance set by either the DfE, Ofsted or local authorities. This will also ensure that it meets the needs of pupils, staff and parents.

Introduction

RSE is lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes (Sex Education Forum 1999). 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.

Rationale and Ethos

We have based Lacon Childe School's Relationships and Sex Education Policy on the statutory guidance from DfE, issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

The policy covers our school's approach to Relationships and Sex Education (RSE) and the reasoning behind the delivery of RSE at Lacon Childe School. It was produced by Mrs Kara Guise (Assistant Head – Pastoral and Behaviour) and Mr Matthew Stinson (PSHE and Careers Lead) through consultation with the PSHE association guidance and the statutory requirements from the Department for Education (DfE).

RSE is a vital part of the curriculum at Lacon Childe School and its purpose is to ensure that students gain key knowledge and understanding of the many types of positive and healthy relationships which exist in the ever-changing society around them. Our aim is to strive towards the school ethos of being 'More than just a school' and deliver an inclusive and diverse RSE curriculum which fosters

gender and LGBTQ+ equality by offering a range of sessions delivered by subject staff who have a particular area of passion for RSE.

RSE at Lacon Childe School is part of the personal, social and health education curriculum (PSHE.) It is our belief that effective teaching of RSE is vital for personal growth and self-esteem, including sex and health education, it compliments and overlaps with the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes.

The RSE programme needs to be more than just factual science. Our young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs. In planning and presenting our RSE programme, we provide an opportunity for students to express themselves within a trusted and safe environment. Central to our RSE curriculum is the development of self-esteem in all Lacon Childe pupils. We believe that if our students feel positive and good about themselves, they are more likely to take care of themselves, think more positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

The intended outcome of the programme is that pupils will:

- Know and understand the difference between healthy and unhealthy relationships and what to do when you recognise if you are in one or not.
- Understand that they have the right to be part of any healthy, positive relationships and how to contribute to those relationships.
- Develop the skills and attributes to respect the relationships of others and how to conduct themselves with others.

Roles and Responsibilities

It is the responsibility of the governing body of the school and academy trust to ensure that the RSE policy is approved and held to account by the Headteacher for its implementation within the school.

The Headteacher has a responsibility for ensuring that RSE is taught consistently across the school in line with the guidance and requirements set by the DfE, and also to ensure that there are members of staff in place within the school to oversee the delivery of the curriculum.

It is the role of Mrs Kara Guise (Assistant Head – Pastoral and Behaviour) and Mr Matthew Stinson (PSHE and Careers Lead) to ensure that the content which is being delivered to the students is relevant to their age and development, as well as being within the statutory guidelines of the DfE. The staff mentioned are responsible for ensuring that the policy is approved by Mr Darren Reynolds (Headteacher) and the school governors, to be displayed and shared on the website for all parents to access.

The delivery of the RSE programme will be led by Mrs Kara Guise and the RSE team on PSHE days. To ensure that the students are accessing the best possible curriculum, the RSE programme will be taught by pastoral leads and members of staff in the school who have an interest, experience, and passion in the subject. The team will be supported by both Mrs Guise and Mr Stinson to ensure that they have relevant and up to date training on required matters, as well as be provided with any resources which are needed for effective and engaging delivery. The training that will be available to staff will be overseen and organised by Mrs Guise and Mr Stinson, where necessary.

It is the responsibility of the students in the school to engage in the RSE activities which are being delivered by the staff, in the same way that they would engage in their usual curriculum lessons. The expectation is that when the students are discussing and learning about the issues related to RSE, that they treat others with the respect and sensitivity that is deserved.

Legislation

As a secondary school, we are required to teach RSE to all students across all key stages as part of the guidance set by the DfE. Current guidance and regulations from the DfE state that:

'From September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).'

The documents which the school take into high consideration and respect when planning and delivering the RSE programme are:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the 1996 Education Act, that parents of students at Lacon Childe School have the right to withdraw their child from taking part in the delivery of the RSE programme on PSHE days. **However, note that where RSE content may be being delivered within the Science, RSE or Childcare curriculum, parents are not able to withdraw their child from lessons which take into account the understanding of the adolescent body.** Parental withdrawal applies up to three terms before a student is sixteen. At this point the student can decide for themselves.

If parents wish to excuse their child from being taught the RSE programme in school, or if a parent wishes to review the RSE curriculum of Lacon Childe School before making this decision, then they must contact either Mrs Kara Guise (Assistant Head – Pastoral and Behaviour) or Mr Darren Reynolds (Headteacher) at the earliest possible opportunity.

Both mentioned members of staff will help parents identify and discuss the impact and implications of withdrawal for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. Parents should make it clear which aspect of the programme they do not wish their child to participate in. This will be documented, and

they may be asked to put their request in writing. Resources and information regarding further support and help will be made available.

Pupils with SEND

It is recognised that students with SEND may require additional support in the RSE curriculum and can be at increased risk of exploitation. Individual support or bespoke programmes may be considered. Parents and students will be involved and consulted.

Curriculum Design

We believe that students should have access to the learning they need to stay safe, healthy and understand their rights as individuals. We provide clear, impartial scientific information on matters such as the changes of puberty, contraception, abortion and assisted conception, as well as covering the law in relation to, for example, forced-marriage, female genital mutilation (FGM), consent and use of social media platforms. The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with students, and, as appropriate, parents/carers will be involved in accordance with our Behaviour Policy.

[Refer to Appendix 1]

Safe and Effective Practice

All staff have the responsibility of promoting and modelling the positive attitudes regarding the RSE programme. Each member of staff with the responsibility of delivering the RSE programme is reminded of the relevant, up to date statutory requirements which students are entitled to have taught them.

Each session within the RSE curriculum hold confidentiality at the highest regard and students are made aware of ground rules which are agreed by both pupils and teachers within the lessons. Any pupil who has sensitive questions will have them answered by a member of staff in the RSE team. The pupil will be made aware that these questions can be asked in a more private setting, rather than in the classroom environment, should they wish.

All pupils will have the opportunity to raise any concerns or questions privately by anonymously contacting either Mrs Kara Guise (Assistant Head – Pastoral and Behaviour) or Mr Matthew Stinson (PSHE and Careers Lead) via a written or typed notice and these concerns will be handled and responded to with the respect and integrity they deserve.

All staff that are delivering any of the content of the RSE programme will have the full support from Mrs Kara Guise and Mr Matthew Stinson by offering any training or additional support needed to ensure that curriculum is being delivered in the safest and most effective manner.

Safeguarding

Teachers are aware that effective teaching of RSE, brings an understanding of what is, and what is not appropriate in a relationship, and can lead to a disclosure of a child protection issue. Safeguarding procedures, as specified by Keeping Children Safe in Education, are followed.

All referrals, whatever their origin, will be taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling such cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Teachers will listen to anything a child tells them in confidence. However, if a teacher feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available for parents in school.

Engaging Stakeholders

Parents of students at Lacon Childe School will be informed about the policy during the transition phase when their child enrolls to the school. The policy will be available to all parents, carers and other stakeholders by being published on the school website to be accessed.

Lacon Childe School is committed to working with all parents, carers, and other stakeholders interested in the RSE programme as this will ensure it is progressive and forward thinking. We aim to work closely with parents and carers to ensure that they are fully aware of what content is being taught in the RSE curriculum and provide resources and additional support, where appropriate.

As part of the development of the RSE programme, all parent, carers and interested parties will have the opportunity to regularly contact or feedback to the school with any ideas or further content they feel is important to be included in the RSE curriculum. All interested parties are encouraged to contact either Mrs Kara Guise or Mr Matthew Stinson at the earliest possible opportunity to discuss these, should they wish to.

All parents and carers will be notified when their child will be having the RSE content delivered to them via a letter on Parent Mail from Mr Matthew Stinson regarding PSHE days. It is at this time parents and carers are encouraged to address any concerns that they have as soon as they can. Any concerns or issues will be taken seriously by both Mrs Kara Guise and Mr Matthew Stinson.

Monitoring, reporting and evaluation.

The RSE curriculum and programme will be constantly monitored by Mrs Kara Guise and Mr Matthew Stinson on a regular basis. Staff, students, and parents will have the opportunity to feedback to staff responsible for RSE in the school to give any recommendations of adaptations which may be required, to either the curriculum or the policy. Pupil, teacher and parent voice is a highly influential part of adapting and amending the planned learning activities of the students as it will allow the RSE curriculum to be made relative and personal to the issues which interested parties need to have covered.

Students' knowledge and understanding of RSE will be reviewed through their PSHE books and they will have opportunities to review and reflect on their learning during the lessons and thereafter in allocated periods of form time. Attitudes, beliefs and respect in regard to RSE will be constantly monitored through student behaviour by all staff and any concerns will be reported to either Mrs Kara Guise or Mr Matthew Stinson.

APPENDIX 1

RSE OVERVIEW

KEY STAGE 3

YEAR 7

YEAR 8

YEAR 9

POSITIVE RELATIONSHIPS

Pupils will learn

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them

- R2.** indicators of positive, healthy relationships and unhealthy relationships, including online
- R3.** about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation
- R4.** the difference between biological sex, gender identity and sexual orientation
- R5.** to recognise that sexual attraction and sexuality are diverse
- R6.** that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion
- R7.** how the media portrays relationships and the potential impact of this on people's expectations of relationships
- R8.** that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex

RELATIONSHIP VALUES

Pupils will learn

- R9.** to clarify and develop personal values in friendships, love and sexual relationships
- R10.** the importance of trust in relationships and the behaviours that can undermine or build trust
- R11.** to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships
- R12.** that everyone has the choice to delay sex, or to enjoy intimacy without sex

FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS

Pupils will learn

- R13.** how to safely and responsibly form, maintain and manage positive relationships, including online
- R14.** the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)
- R15.** to further develop and rehearse the skills of team working
- R16.** to further develop the skills of active listening, clear communication, negotiation and compromise
- R17.** strategies to identify and reduce risk from people online that they do not already know; when and how to access help
- R18.** to manage the strong feelings that relationships can cause (including sexual attraction)
- R19.** to develop conflict management skills and strategies to reconcile after disagreements
- R20.** to manage the influence of drugs and alcohol on decision-making within relationships and social situations
- R21.** how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships
- R22.** the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support
- R23.** the services available to support healthy relationships and manage unhealthy relationships, and how to access them

CONSENT

Pupils will learn

- R24.** that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances
- R25.** about the law relating to sexual consent
- R26.** how to seek, give, not give and withdraw consent (in all contexts, including online)
- R27.** that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected
- R28.** to gauge readiness for sexual intimacy

- R29. the impact of sharing sexual images of others without consent
- R30. how to manage any request or pressure to share an image of themselves or others, and how to get help
- R31. that intimate relationships should be pleasurable

CONTRACEPTION AND PARENTHOOD

Pupils will learn

- R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')
- R33. the risks related to unprotected sex
- R34. the consequences of unintended pregnancy, sources of support and the options available
- R35. the roles and responsibilities of parents, carers and children in families
- R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

BULLYING, ABUSE AND DISCRIMINATION

Pupils will learn

- R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others
- R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied
- R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships
- R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice
- R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online

SOCIAL INFLUENCES

Pupils will learn

- R42. to recognise peer influence and to develop strategies for managing it, including online
- R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
- R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this
- R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours
- R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support
- R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon

APPENDIX 2

RSE OVERVIEW

KEY STAGE 4

POSITIVE RELATIONSHIPS

Pupils will learn

- R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- R2.** the role of pleasure in intimate relationships, including orgasms
- R3.** to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- R4.** the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
- R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
- R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
- R8.** to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

RELATIONSHIP VALUES

Pupils will learn

- R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
- R10.** to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values

FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS

Pupils will learn

- R11.** strategies to manage the strong emotions associated with the different stages of relationships
- R12.** to safely and responsibly manage changes in personal relationships including the ending of relationships
- R13.** ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- R14.** the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
- R15.** the legal and ethical responsibilities people have in relation to online aspects of relationships
- R16.** to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- R17.** ways to access information and support for relationships including those experiencing difficulties

CONSENT

Pupils will learn

- R18.** about the concept of consent in maturing relationships
- R19.** about the impact of attitudes towards sexual assault and to challenge victimblaming, including when abuse occurs online

- R20.** to recognise the impact of drugs and alcohol on choices and sexual behaviour
- R21.** the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple
- R22.** to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

CONTRACEPTION AND PARENTHOOD

Pupils will learn

- R23.** how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner
- R24.** the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support
- R25.** the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families
- R26.** the reasons why people choose to adopt/foster children
- R27.** about the current legal position on abortion and the range of beliefs and opinions about it

BULLYING, ABUSE AND DISCRIMINATION

Pupils will learn

- R28.** to recognise when others are using manipulation, persuasion or coercion and how to respond
- R29.** the law relating to abuse in relationships, including coercive control and online harassment
- R30.** to recognise when a relationship is abusive and strategies to manage this
- R31.** the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
- R32.** about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
- R33.** The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
- R34.** strategies to challenge all forms of prejudice and discrimination

SOCIAL INFLUENCES

Pupils will learn

- R35.** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
- R36.** skills to support younger peers when in positions of influence
- R37.** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
- R38.** factors which contribute to young people becoming involved in serious organised crime, including cybercrime.