



Relationships and Sex Education Policy

Lansdowne School

Approved by:

Date:

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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 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 maintained secondary school, we must provide RSE to all pupils under the [Children and Social Work Act 2017](#).

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Lansdowne School, we teach RSE as set out in this policy.

3. Policy development

This policy must and has been developed in consultation with parents, but we have also consulted with relevant members of staff, as well as students. The consultation and policy development process involved the following steps:

1. Review – the subject lead, Joe Hilton, drew together all relevant information including relevant national and local guidance
2. Staff consultation – relevant members of 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 read and review the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
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 pupils, 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.

5. Curriculum

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

6.1 How is relationships and sex education taught?

At Lansdowne School RSE is taught discretely through the PSHE Curriculum, but a number of related themes are also delivered through a range of other curriculum areas. For example, the Science curriculum will be used to deliver aspects that relate to biological and anatomical factors and Humanities for the coverage of moral issues. Some themes might also be covered in assemblies or presentations to larger groups by external facilitators.

The school recognises the need to create a supportive and secure atmosphere where students can develop the confidence needed to talk, listen and think about relationships and sex education. In order to do this, teachers will:

- Establish ground rules with students
- Emphasise the importance of mutual respect

- Encourage reflection
- Make students aware of the relevant persons to approach in school

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, 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: they may be young carers.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

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

Staff that deliver RSE at school will be provided with CPD to ensure that they are skilled in their delivery.

6.2 Specialist support

The school also recognises that some aspects of RSE must be taught by specialists. From time to time the school will invite professional health experts in to deliver issues relating to RSE.

These will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the school and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the school in delivering its policy on RSE
- When in class visitors will be supervised by a teacher who will be present at all times
- Visitors will follow the school's Safeguarding procedures if a disclosure occurs within the classroom setting
- Visitors will know and understand where their contribution fits into the school's programme for RSE and Citizenship

6.3 Dealing with sensitive issues

All teachers are given training on handling controversial topics, are made clear about confidentiality boundaries and know where/who to refer students to for confidential advice and support.

RSE is part of the school's provision for Spiritual, Moral Social and Cultural development. The following are protocols for discussion based lessons with students:

- No-one (teacher or student) will have to answer a personal question
- No-one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer
- It is a requirement that teachers' personal beliefs and attitudes will not influence their teaching of RSE

- If at any point a disclosure is made by a student it is the responsibility of the member of staff to follow the school's safeguarding policy and notify the school's Designated Safeguarding Lead or Deputy DSL. Staff must also register any concerns for a student on CPOMs before notifying the Safeguarding Lead or Deputy DSL

For further information on how we keep our students safe consult our Safeguarding Policy.

6.4 Inclusion

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
- Makes pupils feel safe and supported and
- 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
 - Digital formats
 - Give careful consideration to the level of adaptation needed

6.5 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, developmental stage and background of our 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

7. Use of external organisations and materials

We will make sure that any agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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
- 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

8. Roles and responsibilities

8.1 The governing board

The governing board will approve this first version of the RSE policy, and hold the headteacher to account for its implementation.

Going forward, the policy will be approved by the headteacher annually following review.

The governing board will be asked to approve any significant amendments.

8.2 The 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/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils 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 headteacher.

Teachers responsible for teaching RSE are:

- Tim Flannigan
- Rachel Mannion
- Camilla Segal
- Rachel McIntyre
- Taylor Grant

8.4 Pupils

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

9. 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.

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 pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

10. 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 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the subject lead, Joe Hilton, through planning scrutiny, learning walks, book looks.

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

This policy will be reviewed by the subject lead, Joe Hilton, in consultation with the PSHE team, SLT, parents and students on a regular basis (at least annually). At every review, the policy will be approved by the headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

For more detail on content please refer to Appendix 2

***Note** *teachers have the flexibility to teach objectives intended for younger students if they believe they are more appropriate for their group / individual students*

YEAR GROUP	TERM	TOPIC/ DETAILS
Access Pathway	Term 6	<ul style="list-style-type: none">● Personal characteristics eg height, hair colour etc● Differences between people● Personal space● 'Public' and 'private'● Different types of relationships● Keeping safe within relationships● How to ask for help
7	Term 6	<ul style="list-style-type: none">● Body parts including private parts● Private – Public (parts of the body, permission to see eg. Doctor)● Acceptable and unacceptable physical contact (introduction to consent)● Introduction to Body Changes ie. Puberty
8	Term 6	<ul style="list-style-type: none">● Body Parts recap● Socially acceptable and unacceptable behaviours (public vs private)● Puberty Changes for Girls● Puberty Changes for Boys● Growing up (Dealing with change)

YEAR GROUP	TERM	TOPIC/ DETAILS
9	Term 6	<ul style="list-style-type: none"> • Puberty and emotions • Reproduction • Introduction to contraception • Consent • Sexual orientation • Gender Identity
10	Term 6	<ul style="list-style-type: none"> • Reproduction and consent recap • Responsibilities of a parent • Media influence of body image • Puberty and mental health • Asking for help (Extended discussion on seeking appropriate guidance)
11	Term 6	<ul style="list-style-type: none"> • Consent recap • Introduction to contraception (to prevent pregnancy and infection) • Sexually transmitted infections (contraception revisited) • Responsibilities of a parent revisited
12	Term 6	<ul style="list-style-type: none"> • Consent recap • 'Sexting' • Addressing pornography • Gender stereotypes in a relationship
13	Term 6	<ul style="list-style-type: none"> • Teacher judgment based on gap analysis (with student and parent input)

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
<p>Families</p> <p>Note: families and relationships in the wider sense are taught within PSHE, but not necessarily within RSE</p>	<ul style="list-style-type: none"> ● 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
<p>Respectful relationships, including friendships</p> <p>Note: families and relationships in the wider sense are taught within PSHE, but not necessarily within RSE</p>	<ul style="list-style-type: none"> ● 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
<p>Online and media</p> <p>Note: much of the online and media content is taught within PSHE, but not necessarily within RSE</p>	<ul style="list-style-type: none"> ● 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 ● That sending unsolicited sexual or nude images on social media, or through tools such as Bluetooth or AirDrop, is a form of sexual harassment known as cyber flashing and is now a criminal offence ● How information and data is generated, collected, shared and used online
<p>Being safe</p>	<ul style="list-style-type: none"> ● 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 communicate and recognise consent from others, including sexual consent, and how and when (at any time) consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> ● 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

Appendix 3: Parent form: withdrawal from sex education within RSE

Note 1: if you are considering withdrawing your child, please first read the curriculum content for your child's year group (term 6) detailed in the attached policy document; parents often have misconceptions regarding sex education

Note 2: while parents have the right to withdraw their child from the sex education aspects of RSE, relationships education is statutory

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Sex education topics you do not want your child to study in term 6 (see curriculum content for your child's year group in attached policy document)			
<ul style="list-style-type: none">•••••			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL
Agreed actions from discussion with parents