

# TELFORD LANGLEY SCHOOL



## Relationships and Sex Education Policy (RSE)

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### 1. Introduction

We have based our school's Relationship and Sex Education (RSE) 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. This policy has been created to meet the DfE statutory requirements for Relationship and Sex Education for September 2020.

We refer to RSE (Relationship and Sex Education); we place the emphasis upon relationships, supporting pupils understanding and skills in developing positive and healthy relationships.

Relationship and Sex Education is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is not about the promotion of sexual identity or sexual activity.

## 2. Aims

RSE in our school is part of the Personal, Social, Health and Economic education curriculum (PSHE.) It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education complements 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 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
- To ensure that RSE in our school is part of the Personal, Social, Health and Economic education curriculum, integrated within the wider school curriculum, and complementing the general ethos and life of the school.
- To provide a planned, age appropriate scheme of work in accordance with the DfE requirements from 2020.

Ofsted 2002 recommendations have informed our policy and practice, in particular ‘a caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. 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 pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils’ self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

We want to reassure pupils of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to encourage exploration of values and moral issues considering physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

### **Home/School Partnership**

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Young people are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that pupils can understand and interpret the information they receive.

We provide parents with opportunities to discuss the school's policy and practice. Parents will be informed about the timing of delivery and offered an opportunity to look at resources, discuss the policy and ask questions.

### **3. 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 Telford Langley School we teach RSE as set out in this policy.

### **4. Policy development**

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

1. Review – a member of staff or working group 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 and any interested parties were invited to attend a meeting about the policy

4. Ratification – once amendments were made, the policy was shared with governors and ratified

## **5. 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.

## **6. Curriculum**

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

It is our belief that RSE is the responsibility of all staff and is integral to teaching a board and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

We believe that pupils should have access to the learning they need to stay safe, healthy and understand their rights as individuals. We provided 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 etc.

The use of offensive and sexualised language (swear and slang terms, including homophobic language) and behaviour will be addressed with pupils and as appropriate, parents/carers will be involved in accordance with our behaviour management policy

We recognise that questions, issues and situations related to relationships, identity, risk, values and morals arise all the time as part of every day school life and in a variety of lessons.

Pupils are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family members and the school pastoral team. The pastoral team can help identify and access external services to support pupils

Pupils' questions will be responded to by staff (teaching and non-teaching staff) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the pupil.

This policy is cross-referenced and consistent with other policies such as Child Protection and Safeguarding, Behaviour, Equal Opportunities and Online safety.

## **Equal Opportunities**

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach our RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

## **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, 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 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.

## **Moral and Values Framework**

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

## **The social, ethnic and religious mix of the School**

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

## **SEND**

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

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 and don't seek answers online.

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

## **7. Delivery of RSE**

The main delivery of RSE is taught in a one-hour lesson every two weeks and is part of the Personal, Social, Health and Economic (PSHE) education curriculum. These are timetable lessons delivered by members of staff who know the pupils. All RSE lessons will be differentiated to ensure we cater for the needs of all students, including those with special educational needs. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE). There are also cross-curricular links with ICT, PE and Technology.

Teaching assistants and members of the pastoral team support help with delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies.

Our head of PSHE meets with the team on a regular basis to support team learning. We recognise that staff require support and training and an opportunity to become familiar and confident with the programme we are therefore developing/considering the use of a specialist team of staff. Guidance is provided on responding to pupils' questions in and out of the classroom, differentiation on developmental or cognitive basis and the use of single sex and /or small group work. Interactive and distancing techniques are used in conjunction with establishing ground rules.

### **Content**

We are committed to ensuring our programme is age appropriate. We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We take advice and are updated on a regular basis by Telford Public Health on local contextual safeguarding issues, national trends and data. We follow good practice recommendations and use additional resources from reliable and

authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

In key stage 3 pupils learn how good relationships can promote mental wellbeing, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, online behaviour and how to develop skills of assertiveness and decision-making in the context of peer influence and stereotyping. They consider the key factors of healthy relationships as well as abusive, coercive and exploitative behaviour.

In key stage 4 pupils learn to recognise the influences and pressures around sexual behaviour and relationships. They learn the law and facts related to sexually transmitted infections, contraception, consent and alcohol and drug use. They consider pregnancy choices, and the rights and responsibilities involved in parenting.

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).

## **8. Roles and responsibilities**

### **8.1 The governing board**

The governing board will hold the headteacher to account for the implementation of this policy.

### **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 components of RSE (see section 8).



### **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 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.

You must include names/roles of those responsible for teaching RSE in your school.

### **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 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 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 Mr K Preece through:

Planning scrutiny

Curriculum Deep Dive

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

This policy will be reviewed by Mr K Preece, bi -annually. At every review, the policy will be approved by the governing board/the headteacher.

### **Complaints' procedure**

Any parents with concerns about this policy should discuss this directly with the head teacher. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via the complaints procedure.

## Appendix 1: Curriculum map

### SECONDARY Relationship and Sex Education: LONG-TERM OVERVIEW — THEMATIC MODEL (Includes other aspects from PSHE curriculum: health and wellbeing and living in the wider world)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<b>Building relationships</b> Self-worth, romance and friendships (including online) and relationship boundaries	<b>Diversity</b> Diversity, prejudice, discrimination and bullying	<b>Diversity</b> British citizen, online radicalisation	<b>Drugs and alcohol</b> Energy drinks, alcohol and drug misuse and pressures relating to drug use	<b>Emotional wellbeing</b> Mental health and emotional wellbeing	<b>Emotional wellbeing</b> Mindfulness positive mental health personal safety and FGM
Year 8	<b>Relationships and safe sex</b> Consent, contraception, STI's	<b>Intimate relationships</b> Teenage pregnancy, the dangers of pornography, sexting and the dangers of sharing images, online groomers	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including male body image, domestic conflict	<b>Addressing extremism and radicalisation</b> British values, tolerance, communities, belonging and challenging extremism	<b>Discrimination</b> Islamophobia, preventing extremism, prejudice and discrimination; religion	<b>Discrimination</b> Stereotypes and prejudice; disability, homophobia
Year 9	<b>Healthy relationships with ourselves and others</b> Eating disorders, female body image, child sexual exploitation (CSE)	<b>Healthy relationships with ourselves and others</b> Abusive relationships, peer pressure, British community; religion and culture, British values; identity	<b>Healthy relationships in the wider world</b> The LGBTQAI+ community, knife crime, young offenders	<b>Mental health</b> Anxiety, selfie obsessed, self-harm	<b>Prejudice and discrimination</b> Acid attacks, prejudice and discrimination, Equality Act 2010, Human trafficking and modern slavery	<b>Mental health</b> Grief and bereavement, stress of school and exams
Year 10	<b>Relationships</b> Conflict management, forced and arranged marriage, harassment and stalking	<b>Relationships</b> Revenge porn, role models, same-sex relationships, gender and trans identity	<b>Relationships with others</b> British values, sexism, parenting	<b>Exploring influence</b> Anti-social behaviour, hate crimes, binge drinking	<b>Exploring influence</b> Crime, gangs and county lines	<b>Mental health</b> Suicide, homelessness, social anxiety
Year 11	<b>Healthy relationships</b> Bullying and body shaming, different types of relationship and sexualities, consent, rape and sexual harassment	<b>Healthy relationships</b> Healthy and safe sex, chem sex, relationship break ups, happiness and positivity	<b>Digital literacy</b> Importance of sleep and sleep deprivation, gambling and online gambling, digital footprint	<b>Digital literacy</b> Cyber-crime, internet safety, the dark web, personal safety in the wider world		

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

TOPIC	PUPILS 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 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>
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	PUPILS 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	PUPILS 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 3: 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	