



**Lydiard Park Academy**  
**Relationships and Sex Education (RSE)**  
**Policy 2023-2025**

Reviewers	Review date	SLT link	Approved	Next review due
Sophie Hesten Michele Greenwood	January 2023	Vice Principal		January 2025

## **1. Policy rationale**

This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019) and the following legislation: Equality Act (2010), Supplementary Guidance SRE for the 21st century (2014), Keeping Children Safe in Education – Statutory safeguarding guidance (2020).

The purpose of this document is to provide a clear summary of RSE for teachers, parents and the Local Advisory Board (LAB). It has been produced in consultation with the PSHE team, the pastoral team, pupils and parents. It will be reviewed and refined every two years in order to better serve the pupils in our community. In line with DfE statutory guidance, parents have been invited to comment on the draft version in order to develop and review the policy.

## **2. Defining RSE**

Relationship and Sex Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. Additionally, it involves acquiring information about the physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

## **3. Aims of Relationships and Sex Education (RSE)**

We believe in providing high quality, evidence-based and age-appropriate teaching of RSE to help prepare pupils for the opportunities, responsibilities and experiences of adult life. The aim of RSE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health.

Our RSE programme aims to:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
  - Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Develop awareness of their sexuality and understand human sexuality; challenge sexism and prejudice, and promote equality and diversity.
  - Understand the arguments for delaying sexual activity.

- Understand the reasons for having protected sex.
- Have sufficient information and skills to protect themselves and, where they have one, their partner from uninvited/unwanted conceptions and sexually transmitted infections including HIV.
- Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
- Understand the dangers around online safety and media use.

#### **4. Statutory requirements**

In 2020- the government introduced the compulsory teaching of RSE:

*The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools.*

(Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers. Department for Education- 2020)

#### **Relationship and Sex Education within PSHE in this Trust has three main elements:**

##### *Attitudes and Values*

- Learning the importance of values, individual conscience and moral choices;
- Learning the value of family life, stable and loving relationships, marriage and civil partnerships;
- Identifying the impact of healthy / unhealthy relationships;
- Learning about the nurture of children; Learning the value of respect, love and care;
- Exploring, considering and understanding moral dilemmas;
- Developing critical thinking as part of decision-making;
- Challenging myths, misconceptions and false assumptions about normal behaviour.

##### *Personal and Social Skills*

- Learning to manage emotions and relationships confidently and sensitively;
- Developing self-respect and empathy for others;
- Developing a positive self-image and how to take pride in yourself;
- Learning to make choices with an absence of prejudice;
- Developing an appreciation of the consequences of choices made;
- Managing conflict;
- Developing the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

##### *Knowledge and Understanding*

- Learning and understanding physical development at appropriate stages;
- Understanding social wellbeing and relationships;

- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning about the legal position with regard to sexual activity, the reasons for delaying such activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy;
- KS5 - Learning about sexual health advice available post 18 for example, university advice / support and NHS Choices.

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, LGBTQIA+ 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).

## **5.Content**

The compulsory elements outline in the DfE guidance are:

- Families- different family types, the role of the family, parenting and marriage.
- Respectful relationships- friendships, healthy relationships, coercive control, sexual harassment.
- Online and media- rights and responsibilities online and how to stay safe.
- Being safe- consent, control, rape, female genital mutilation (FGM) and harassment.
- Intimate and sexual relationships- forming intimate relationships, the right to delay sex and consent, contraception, reproductive health and protection and treatment of sexually transmitted infections.

We teach this content at age-appropriate times throughout the Key Stages outlined below. However, we do react to local and national issues and sometimes change the timing accordingly.

### Our programmes of study

Year 7- Term 1- Developing healthy friendships, online safety and the role of the family

Year 8- Term 2- Healthy relationships

Year 9- Term 5- Intimate relationships including consent, contraception and sexually transmitted infections.

Year 9- Term 6- Sexual orientation as a protected characteristic

Year 10- Term 5- Respectful relationships including sexual assault, coercive control and sexual harassment.

Year 10 – Term 6- Families, parenting, pregnancy options, marriage, reproductive health, menopause and FGM

Year 11- Term 4- Maintaining healthy relationships, contraception, STIs and pregnancy options recap.

Year 12 – Term 5 - Toxic & positive masculinity and femininity, misogyny and misandry, gender Identity, transgender & LGBTQIA +, STIs, Date Rape, consent, sexual assault, miscarriage, unplanned pregnancy.

Year 13 - Term 3 - Sex & the media, coercive & controlling relationships, Alice Ruggles Trust – Relationship Safety.

## **6. Delivery of RSE**

RSE is delivered through PSHE lessons. All pupils from Year 7-13 receive 5 hours of PSHE per term on a rolling basis. Each PSHE lesson is planned and tailored to the needs of our pupils. Lessons are created by the PSHE team and delivered by a committed and passionate team of tutors. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us.

A wide range of teaching methods are used to enable pupils to actively participate in their own learning, including, but not limited to; quizzes, case studies, research, role play, video and small group discussion.

A differentiated curriculum is planned where necessary, depending on the individual or groups of pupils being taught and different curriculum areas e.g. biological aspects are delivered through the Science curriculum and other curriculum areas.

### **6.1 Entitlement and equality of opportunity**

We promote the needs and interests of all pupils, irrespective of their age, disability, gender, race, religion, sex or sexual orientation, special educational needs or personal circumstances

## **7. Staffing and responsibilities**

### **The Local Advisory Board (LAB)**

Lydiard Park Academy's LAB will approve the RSE policy, and hold the Principal to account for its implementation.

### **The Principal**

The Principal is responsible for ensuring that RSE is taught consistently across the school.

### **The PSHE team – the Vice Principal, PSHE lead for KS3 and 4, and Head of Sixth Form**

The PSHE lead (KS3 & 4) and the Head of Sixth Form (KS5) have oversight of all aspects of the RSE.

### **Tutors and Pastoral team**

Tutors are responsible for:

- Delivering RSE in a sensitive and impartial way.
- Setting clear ground rules.
- Following safeguarding procedures (and undertake the required training)
- Modelling positive attitudes to PSHE.
- Monitoring progress of pupils through checking of books.
- Responding to the needs of individual pupils.
- To signpost where pupils could get further information, advice and support.

### **Outside agencies**

We regularly use trusted outside agencies such as PCSOs and health care professionals. The PSHE team will ensure the delivery and content is compliant with this policy.

### **8. Impact, Monitoring and Evaluation**

The impact of RSE is assessed through self-assessments, peer assessments, Personal Learning Checklists and through the Pupil Perceptions survey.

The PSHE lead (KS3 & 4) and Head of Sixth Form (KS5) will:

- Regularly review schemes to reflect current issues.
- Provide opportunities for tutor feedback to aid future planning
- Use 'Pupil Voice' panels to evaluate the curriculum
- Regular audits of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.

The Vice Principal and Heads of Year will

- Carry out 'learning walks' and work scrutinies
- Conduct pupil interviews

### **9. Right to Withdraw**

Parents, under the legislation will continue to have a right to request to withdraw their child from all or part of the sex education (Intimate and sexual relationships content only, see final point in section 5) delivered as part of RSE in secondary schools. Pupils cannot be legally withdrawn from the aspects of sex education that are taught as part of the national and statutory science curriculum, this includes reproduction, contraception and STIs.

The right to withdraw should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, we will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. We are happy to discuss parents' concerns about any part of the programme and to provide support material where necessary, however if a

parent still wishes to withdraw their child from the sex education content (Intimate and sexual relationships- see section 5) of RSE they will need to meet with the Principal to discuss their concerns and then confirm their decision in writing.

## **10. Links with other policies**

This policy links to the following policies and procedures:

- Child Protection and Safeguarding policy and procedures
- PSHE policy
- Anti-Bullying policy
- Equality policy
- Behaviour policy

<https://www.lydiardparkacademy.org.uk/statutory-information>

## **11. Statement of The Academy Trust's commitment to equal opportunities and inclusion, with reference to the Inclusion and Equal Opportunities Policies**

The Trust considers the needs of different groups within the school. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

### **Confidentiality, Controversial and Sensitive Issues**

All teachers receive regular safeguarding training and are aware that they cannot offer unconditional confidentiality. School staff should not ask leading questions. Any disclosure should be referred to the Designated Safeguarding Lead. Pupils must be told that their disclosure is going to be passed on and to whom.

## **12. Partnership with parents**

Lydiard Park Academy is well aware that the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents through mutual understanding, trust and cooperation.

To promote this objective, we:

- Inform parents about the Academy Trust's Relationships and Sex Education Policy.
- Answer any questions that parents may have about the sex education of their child.
- Take seriously any issue that parents raise with teachers or governors about this Policy, or about the arrangements for sex education in the Academy Trust.

- Encourage parents to be involved in reviewing the Policy, and making modifications to it as necessary.
- Inform parents about the best practice known with regard to sex education, so that the teaching in 'school' supports the key messages that parents and carers give to children at home.

### **13. Reviewing the policy**

This policy will be reviewed by the Vice Principal and PSHE team every 2 years. In line with DfE statutory guidance parents will be invited to develop and review this policy. At every review, the policy will be approved by the Local Advisory Board.

### **14. Complaints**

Complaints about content and/or delivery of the RSE programme will be addressed according to the Academy's Complaints Procedure.

### **References used in this policy**

RSE and Health Education statutory guidance 2019 - Compulsory from September 2020

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf)

National Curriculum

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/840002/Secondary\\_national\\_curriculum\\_corrected\\_PDF.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf) 2014

Guidance on political impartiality

<https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools-2022>

Keeping children safe in education- 2022

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

PSHE resources and Programmes of Study

<https://pshe-association.org.uk/>