

RELATIONSHIPS AND SEX EDUCATION POLICY

DOCUMENT CONTROL	
OWNER:	DEPUTY HEAD PASTORAL
APPROVER:	HEAD
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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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence, and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

RSE relates to our whole school values, in that:

- It allows students to take ownership of their behaviours and actions and feel empowered in doing so.
- Encourages the students to demonstrate empathy when considering the experiences of others.

2. STATUTORY REQUIREMENTS

- Department for Education (DfE) statutory guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_and_sex_education_RSE_and_health_education_GOV.UK_www.gov.uk.pdf)
- DfE statutory guidance - Keeping Children Safe in Education 2023- [Keeping children safe in education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/114131/Keeping_Children_Safe_in_Education_2023.pdf)
- DfE statutory guidance - Special Educational Needs and Disability Code of Practice
- [Special Educational Needs and Disability Code of Practice \(January 2015\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540712/Special_Educational_Needs_and_Disability_Code_of_Practice_January_2015.pdf)
- Equality Act 2010
- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/540712/Equality_Act_2010_guidance_GOV.UK_www.gov.uk.pdf)

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

At London Park School Clapham, we teach RSE as set out in this policy.

3. POLICY DEVELOPMENT

This policy has been developed with staff, students and parents. The policy development process involved the following steps and we will continue to work in consultation with the parents, students and teachers to update and review the policy.

1. Review – Members of the pastoral team, PSHE lead and Science pulled together all relevant information including relevant national and local guidance.
2. Staff who teach PSHE were given the opportunity to look at the policy and make recommendations.
3. Parents – parents were informed about the changes and invited in for comments.
4. Students were spoken to about what they want from their RSE element of PSHE.
5. Ratification – the policy was shared with the Governing body and ratified.

4. DEFINITION

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. CURRICULUM

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, students and staff, taking into account the age, needs and feelings of students, we will continue to consult with the parents and students and update the policy if and when needed. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

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

6. DELIVERY OF RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, Wellbeing at London Park School Clapham. Biological aspects of RSE are taught within the science curriculum, and other aspects may be examined within the Form Time and Assembly schedule.

Students also receive stand-alone sex education sessions delivered by a trained health professional.

For more information about our RSE curriculum, see Appendices 1 and 2.

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, 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).

7. ROLES AND RESPONSIBILITIES

7.1 The governing board

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

7.2 The Head

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

7.3 Staff

Staff are responsible for:

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

Staff Teaching RSE at London Park School Clapham are led by:

- Charlotte Davidson (Deputy Head, Pastoral)
- Jade Sellars (PSHE Lead)

7.4 Students

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

8. 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 student's educational record. The headteacher will discuss the request with parents and take appropriate action to ensure that the best decision has been made.

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

9. TRAINING

Staff are trained on the delivery of RSE - it is included in our continuing professional development calendar.

The head 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.

10. Monitoring arrangements

The delivery of RSE is monitored by the Deputy Head (Pastoral) and the PSHE Lead through:

- Learning walks
- Regular meetings between the Deputy Head (Pastoral) and the PSHE Lead
- Visiting classes
- Book/Folder Checks

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

This policy will be reviewed annually and submitted to governors for approval.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Themes: Living in the Wider World, Health and Wellbeing, Relationships			
Year Group	Autumn	Spring	Summer
7	<p>Healthy Living and Responsible Health Choices: Healthy lifestyle, healthy diet, dangers of drugs and smoking nicotine, Transitioning from primary to secondary, personal safety in and outside school, including first aid</p> <p>Transition & Staying Safe: Aspirations, wants & needs, online safety & an introduction to discrimination & prejudice</p>	<p>Relationships, Identity and Safety: Healthy friendships & romantic relationships (including online), different types of families, bullying or banter & online bullying.</p> <p>Health and puberty: Healthy routines, influences on health, emotional literacy, puberty</p>	<p>Building relationships: Keeping safe and positive relationships, being a British Citizen & online radicalisation.</p> <p>Financial decision making: Saving, borrowing, budgeting and making financial choices</p>
8	<p>Looking After Our Health: Alcohol and drug misuse and pressures relating to drug use, risks of vaping, first aid & contraception</p> <p>Careers and Finance: Income, expenditure, tax, budgeting, entrepreneurship, teamwork and communication skills.</p>	<p>Prejudice, Values, Extremism & Cults: British Values: Tolerance, preventing extremism & radicalisation, prejudice and discrimination</p> <p>My Goals, Behaviour & Emotions: Self-confidence, personal development, behaviours to achieve and emotional literacy.</p>	<p>Sex, relationships & Conflict: Consent, 'sexting', an introduction to contraception, dangers of pornography, male body image and domestic conflict</p> <p>Discrimination, Prejudice & Challenges: Discrimination in all forms: disability, homophobia and ageism. Online safety and environmental issues</p>
9	<p>Achieving with Good Mental Health: Behaving to achieve, human rights, discrimination and equality, coping with</p>	<p>Healthy Relationships with Others and Ourselves: Eating disorders, body image and online safety</p>	<p>Identity & Relationships: Healthy relationships, peer pressure, British Values: Identity and the LGBTQIA+ community</p>

	<p>stress and anxiety, and selfie safety</p> <p>Careers and Enterprise: Learning strengths, career options, goal setting, enterprise and the work environment</p>	<p>Our Health & Personal Safety lifestyle: Alcohol awareness, drugs and the law ,and self harm</p>	<p>Finance and Careers: Being financially savvy, managing money, consumer rights and employability</p>
10	<p>Mental health & Wellbeing: Mental health and ill health, managing tough times, suicide, social anxiety, social media & self-esteem</p> <p>Criminal Justice System: Anti-social behaviour, gangs, money laundering, racism, spotting fake news</p>	<p>Manging Relationships: Conflict, arranged marriages, harassment, revenge porn and image sharing.</p> <p>Living Responsibly: Managing time, living sustainably, homelessness, hate crime and the effects of binge drinking</p>	<p>Relationships & Diversity: Same-sex relationships, gender and trans identity, community cohesion, sexism and parenting</p> <p>Work experience & Careers: Preparation for and evaluation of work experience and readiness for work.</p>
11	<p>Building for the future: Self-efficacy, identity, the role of privilege, healthy body image, fertility & reproductive health and CPR.</p> <p>Next steps: Study skills, application processes, and skills for further education, employment and career progression, and independent living</p>	<p>Communication in relationships: Bullying & body shaming, types of relationships, consent, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse, and happiness & positivity.</p>	<p>Health & Wellbeing: Perseverance & procrastination, sleep health, decision-making, dangers of gambling (including online), digital footprints and personal safety in the wider world</p>

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

TOPIC	STUDENTS SHOULD KNOW:
Families	<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 •
TOPIC	STUDENTS SHOULD KNOW:

TOPIC	STUDENTS SHOULD KNOW:
<p>Respectful relationships, including friendships</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 • Child on child abuse • 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	STUDENTS SHOULD KNOW:
Online and media	<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 • How information and data is generated, collected, shared and used online
Being safe	<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 actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	STUDENTS SHOULD KNOW:
<p>Intimate and sexual relationships, including sexual health</p>	<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

TO BE COMPLETED BY PARENTS			
Name of child		Form	
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	
Staff signature	