



Professionalism - Inclusion - Pedagogy - Curriculum

# Relationships and Sex Education (RSE) and Health Education Policy



Approved by:

Date:

Last reviewed on:

Next review due by:

## Contents

1. Aims .....	2
2. Statutory requirements .....	2
3. Policy development.....	3
4. Definition .....	3
5. Curriculum .....	3
6. Delivery of RSE and Health Education.....	3
7. Roles and responsibilities .....	4
8. Parents' right to withdraw .....	5
9. Training .....	5
10. Monitoring arrangements.....	5
Appendix 1: Curriculum overview.....	6
Appendix 2: By the end of secondary school students should know .....	10
Appendix 3: Parent form: withdrawal from sex education within RSE .....	17

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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 supports the School Values of the 4Bes (Be Professional, Be Inclusive, Be A Learner and Be Knowledgeable)

Here – SP include the LPS guarantee document

### 2. Statutory requirements

At Langdon Park we teach RSE as set out in this policy.

As a maintained secondary school we must provide RSE to all Students as per the [Children and Social work act 2017](#).

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

### **3. Policy development**

This policy has been developed in consultation with staff, Students 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. Student consultation – we investigated what exactly Students 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 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. 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.

### **6. Delivery of RSE**

RSE is taught within the pastoral curriculum i.e. tutor time and assemblies and through RE and citizenship lessons at KS3 and 4. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Other areas such as well-being, fitness and nutrition are covered in areas such as PE, food technology and English.

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

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
- › Mental wellbeing
- › Internet safety and harms

- › Physical health and fitness
- › Healthy eating
- › Drugs, alcohol and tobacco
- › Health and prevention
- › Basic first aid
- › Changing adolescent body

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).

## **7. Roles and responsibilities**

### **7.1 The governing board**

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

The governing board has delegated the approval of this policy to the School Improvement Committee which monitors the quality of education and the school's curriculum. The committee is chaired by the Vice Chair of Governors who also has responsibility for safeguarding.

### **7.2 The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science 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/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.

Those who play a leading role in the teaching of RSE are members of the Senior Leadership Team, Pastoral Leaders and their tutor teams, Head of Social Studies and teachers of RE and Citizenship.

### **7.4 Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity and follow the school ethos of the 4Bes.

## **8. 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 student's educational record. The Headteacher will discuss the request with parents and take appropriate action.

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

## **9. 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, delivery and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Assistant Headteachers through:

The LPS deep dive model which includes monitoring the curriculum intent, implementation and impact which includes lesson visits, learning walks, student voice and meetings with key staff.

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

This policy will be reviewed by the Assistant Headteachers annually. At every review, the policy will be approved by the School Improvement Committee / Vice Chair of Governors, Paul Bargery and the Headteacher Mr N. Langham.



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## Appendix 1

### Curriculum overview

#### Relationships and sex education curriculum map

TOPIC	WHERE IS THE TOPIC COVERED?	RESOURCES / DROP DOWN DAY (EXTERNAL LEADS)
Families	Term 1 assembly/tutor programme Particular focus on Year 7 friendships GCSE RE course compulsory at KS4	Tutor programme Parents Ambassadors/Forum
Respectful relationships including friendships	Term 1 tutor programme KS3 citizenship course addresses stereotypes term 2 and Equality Act 2010 Computing Year 7/11 A – B month (November) BHM October: challenging stereotypes LGBT February – challenging stereotypes Holocaust Memorial Day (January)  Drop down day1: mental well-being themes – link to bullying and managing exam pressures (Years 11 and 13)	External leads for dropdown (TBC)  The Anti-Bullying Charter  Parent workshops to offer advice on exam pressure 1:1 Mentoring

TOPIC	WHERE IS THE TOPIC COVERED?	RESOURCES / DROP DOWN DAY (EXTERNAL LEADS)
Online and media	Internet Safety Week Term 3 – whole school programme and assemblies KS3/4 Citizenship curriculum KS3 IT curriculum KS4 and 5 assembly on sharing material KS5 Foundation Vocation BTEC KS3 impact social media – sharing and law	Schools Officer Schools Officer
Being Safe	Drop Down Day – Term 6 Year 7 – abuse, grooming, harassment Year 8 - abuse, grooming, harassment Year 9 - abuse, grooming, harassment, consent, FGM Year 10 and 12 – consent, rape, forced marriage Y8/11 Computing curriculum	External speakers
Intimate and sexual relationships	Drop Down Day - Term 6 Focus on sexual health Years 10 and 12 KS3 science, reproduction, contraceptive choices KS 4 RE Term 2/5	External speakers Leaflets – place for students to go Spotlight?
Mental well-being	Mental health well-being Drop Down Day Term 2 Links to drop down day – term 6 and 5 (physical health) A – B month – November KS4 Drama curriculum	External support for drop down days Parents Ambassadors/Forum
Internet safety	Term 3 internet safety week KS3 IT curriculum A – B month	Parent workshops Leaflet advice area School website Safeguarding assemblies

TOPIC	WHERE IS THE TOPIC COVERED?	RESOURCES / DROP DOWN DAY (EXTERNAL LEADS)
Physical Health and Fitness	Core P.E KS3 – 4 Science organisms – KS3 – 4 Drop down day 3	External support
Healthy Eating	KS3 food KS4 food course KS3/4 PE curriculum KS3 Science curriculum Y8 Term 6, Y9 Term 5 KS3-4/5 Entry level/ Foundation Vocation course	
Drugs and Alcohol	Drop down days 2 and 3 Assemblies led by Schools Officer – drugs and the law KS3 science Term 6- Tobacco/lung cancer KS4 science curriculum KS5 Foundation Vocation course	External support – Spotlight link
Health and Prevention	Drop down days – 2 and 3 Dropdown 1 – mental well-being Post COVID – on-going Hands, face, space Catch it, kill it, bin it KS3/4 science curriculum KS3/4 Food curriculum	KS5 Parents Forum- CAMHS (Mental Health)
Adolescent Body	Year 7 Science Term 5 Year 8 Science Term 2 Year 11 Science Term 1 KS5 Foundation Vocation course	

TOPIC	WHERE IS THE TOPIC COVERED?	RESOURCES / DROP DOWN DAY (EXTERNAL LEADS)
Basic First Aid	Year 7 First Aid - training days – Term 6 Year 13s – leaving school – uni Year 10 – 11 prefects – summer programme as part of prep for September as Year 11 First Aid week	British Red Cross – assemblies and certification

## Appendix 2

### Relationships and Sex Education (RSE): Secondary

By the end of secondary school Students should know

TOPIC	STUDENTS SHOULD KNOW
1. 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>

TOPIC	STUDENTS SHOULD KNOW
<p>2. Respectful relationships, including friendships</p>	<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>
<p>3. Online and media</p>	<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>

TOPIC	STUDENTS SHOULD KNOW
4. 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>
5. 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>

TOPIC	STUDENTS SHOULD KNOW
6. Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
7. Internet Safety	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>● why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● where and how to report concerns and get support with issues online.</li> </ul>
8. Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>● the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health.</li> <li>● about the science relating to blood, organ and stem cell donation.</li> </ul>
9. Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
10. Drugs and Alcohol	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> <li>● the law relating to the supply and possession of illegal substances.</li> <li>● the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</li> <li>● the physical and psychological consequences of addiction, including alcohol dependency.</li> <li>● awareness of the dangers of drugs which are prescribed but still present serious health risks.</li> <li>● the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</li> </ul>
11. Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>● (late secondary) the benefits of regular self-examination and screening.</li> <li>● the facts and science relating to immunisation and vaccination.</li> <li>● the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn</li> </ul>
12. Changing Adolescent Body	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>● the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>

TOPIC	STUDENTS SHOULD KNOW
13. Basic First Aid	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• basic treatment for common injuries.</li><li>• life-saving skills, including how to administer CPR.</li><li>• the purpose of defibrillators and when one might be needed.</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	