



## **Relationships and Sex Education Policy (RSE) Secondary**

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**Last Reviewed:** May 2020  
**Next review date:** July 2021  
**Reviewed by:** The Laurus Trust

## **1. What is Relationships and Sex Education?**

The Laurus Trust must provide RSE to all pupils as per section 34 of the Children and Social work act 2017.

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

This policy covers The Laurus Trust approach to relationships and sex education (RSE) as set out in the Department for Education Statutory Guidance for RSE in Secondary schools 2020.

RSE Defined: RSE involves learning about relationships, healthy lifestyles, diversity, personal identity and sex education, it involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity. RSE fits in with our whole school ethos and promotes respect for self and others. In The Laurus Trust we believe that with a growth mind-set all our students will be able to make positive life choices and decisions which will be beneficial to their overall wellbeing. We can learn and succeed together.

## **2. Principles and Values**

The Laurus Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for all young people regardless of background or circumstance.
- Encourage every student to grow and learn.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of differences.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up. We aim to work in partnership with parents/carers and students, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers where necessary.

Relationships and Sex Education within Secondary Schools in The Laurus 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;
- 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;
- Learning to make choices with an absence of prejudice;
- Developing an understanding of the consequences of choices made;
- Managing conflict within relationships and about them;
- Empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

### **Knowledge and Understanding**

- Learning about the experience of being a young person as a potential partner/parent;
- Laws relating to sex, relationships, consent and rape, sexual exploitation, abuse, grooming, coercion and harassment and recognition and protection of the LGBT community
- Forced marriage
- FGM
- Pornography as a distorted image of sex
- Internet safety and harms
- LGBT awareness – individuals and their relationships should be respected

### **3. Aims**

The aim of RSE is to provide balanced factual information about relationships and sex, together with consideration of the broader emotional, ethical, religious, and moral dimensions of sexual health. Our RSE programme aims to prepare students for an adult life in which they can:

- 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, in line with The Equality Act 2010
  - 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 unwanted sexually transmitted infections.
  - Be aware of possible links between relationships and sex on mental health, and how to deal with them
  - Be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary.
  - Know how the law applies to sexual relationships.

#### **4. Organisation and Content of Relationship and Sex Education**

The Laurus Trust Secondary Schools specifically deliver Relationships and Sex Education as a standalone curriculum area, but which is supplemented by a whole school approach from different subject areas as well as off timetable curriculum days and events. Our programme is embedded into PSHE curriculum time, Science, PE and Computing specifically at KS3, and KS4. We teach age appropriate material, as set out in the 2020 Statutory Guidance on Relationships and Sex Education. In some schools this curriculum time is consolidated within Beliefs and Values.

The development of the RSE curriculum in each specific school is overseen by the Trust Lead for Personal Development. An overview of each curriculum will be available on requests and published on each school website.

#### **5. Inclusion**

##### ***Ethnic and Cultural Groups***

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns as appropriate.

##### ***Students with Special Needs***

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

### ***Sexual Identity and Sexual Orientation***

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### **6. Right of Withdrawal of Students from Relationship and Sex Education**

Some parents/carers prefer to take the responsibility for aspects of this element of education. They have the right to withdraw their children from all or part of the relationship and sex education programme except for those parts included in the statutory National Curriculum (i.e. in Science lessons).

Parents/carers will have a right to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, 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, school will make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. This is in line with the DFE Statutory Guidance for RSE.

Parents/carers are encouraged to discuss their decisions with staff at the earliest opportunity.

Requests for withdrawal should be put in writing to the relevant Head of School. The request must include the following information:

- Name of child
- Form and Year
- Name of person making the request
- Date of the request
- Reason for requesting withdrawal
- Any other information that the person making the request believes important

The Head of School may request further discussion in relation to any request.

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

Teachers cannot offer unconditional confidentiality to any of their students.

In a case where a teacher learns from an under 16-year-old that they are having or contemplating sexual intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered, and referred if necessary to our Child Protection officer under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that if confidentiality has to be broken, they will be informed first.

## **8. Policy review and working with stakeholders**

**Commented [HB1]:** Are you taking this out? Guidance says we need this

The delivery of RSE is monitored, across the Trust, by the Trust Lead for Personal Development. The Trust Lead for Personal Development will ensure that each school meets the statutory requirement for RSE.

This policy and the subsequent RSE curriculum of each school will be developed in consultation with staff, pupils, parents and carers. Each school will have a named and dedicated lead for delivery within each school. This would normally be a Head of PSHE or Head of Beliefs and Values.

The consultation and policy development process will be directed by the Trust Lead for Personal Development within the annual review cycle. The process will involve the following steps:

- 1: Review. The Trust Lead for Personal Development will gather all relevant information including national and local guidance.
- 2: Staff consultation. All school staff will be given the opportunity to review the policy and curriculum before making recommendations.
- 3: Parent / carer consultation. All parents and carers will be given the opportunity to attend a working party to review the policy and curriculum. At this meeting parents and carers will also be given the opportunity to review examples of the materials that might be used within RSE lessons.
- 4: Pupil consultation.
- 5: Review. Amendments and developments will be presented to each Head of School.
- 6: Ratification. Amendments to the RSE policy are ratified as per the published policy review process.

## Equality Impact Statement

Names and titles of people involved with this assessment	<b>Emma Warrington – SENCO</b>
Impact assessment carried out with regard to identified characteristics	Race <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Age <input checked="" type="checkbox"/> Religion & belief <input checked="" type="checkbox"/> Sexual orientation <input checked="" type="checkbox"/>
Summary of any issues/proposed changes	N/a
Date	July 2020
Date of next review	July 2021