



**LAURUS**  
—  
TRUST

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

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**Last Reviewed:** May 2019  
**Next review date:** July 2020  
**Reviewed by:** The Laurus Trust

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

From September 2020 all secondary schools are required to deliver RSE. The government have also committed to statutory health education, meaning the majority of Personal, Social, Health and Economic (PSHE) education will be compulsory from 2020.

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 and love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. 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 different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. 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 appreciation of the consequences of choices made;
- Managing conflict;
- 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
- 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 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 Relationship 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 Beliefs and Values, Science, PE and Computing specifically at KS3, and KS4.

Teachers generally deliver the RSE programme with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years and we believe that they are usually the best people

to work with the students on many of the RSE topics as they are aware of each student's individual circumstances. RSE lessons focus more on the emotional aspects of development and relationships. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

RSE is also successfully delivered through initiatives such as Pride in You Week which takes place every year in school and involves all of our students. During these times students will learn about the effects of making poor life choices, especially in terms of relationships and sex. We also deliver gender-specific RSE sessions to certain year groups such as our 'Respect Me' sessions delivered to Year 9 girls which talks about relationships and sex in an open and honest way.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

## **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 question 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 we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

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

## **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.

## 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	17.5.19
Date of next review	July 2020