



A C A D E M Y  
L A N G L E Y

# Relationships and Sex Education (RSE) Policy

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Ratified by:	Local Governing Body
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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.

Our RSE provision is in keeping with our Academy ethos that strives to provide learning that nurtures the whole child. We aim to develop students' attitudes; values; skills and understanding on a wide array of topics that relate to them as young people, and prepare them for life in modern-day Britain.

At Q3 we want to give young people the information they need to develop healthy, nurturing relationships of all kinds, and to know what these relationships look like. This will help students understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right, and understand how such situations can be managed. Students should be aware of, and prepared for the changes that they may experience as they progress from childhood to adulthood.

At the forefront of our curriculum is keeping children safe. We believe that students should know the risks and dangers that are presented in all areas of life, and we should equip them with the knowledge and tools to make decisions that are good, right and true.

## 2. Statutory requirements

As a secondary Academy, we must provide RSE to all students under Section 34 of the Children and Social Work Act 2017.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State, as outlined in Section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996;
- Part 6, Chapter 1 of the Equality Act 2010;
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity, and foster good relations between different people when carrying out their activities

At Q3 Langley, we teach RSE as set out in this policy.

## 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 – KHE reviewed all relevant information including relevant national and local guidance.
2. Student consultation – KHE conducted student voice with a focus group from each year group.
3. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
4. Parent consultation – parents were given the opportunity to look at the policy and make recommendations.
5. Development – the policy and curriculum plan were revised to take into account the views of students, staff and parents.
6. Ratification – once amendments were made, the policy was shared with Governors and ratified.

## 4. Definition

Relationships and Sex Education is defined by the PSHE Association as '*learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health*'.

RSE is about the personal development of students, and involves learning about relationships; healthy lifestyles; diversity and personal identity. This content is delivered in an age appropriate way in our school with regard to the age, and stage of students.

RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## 5. Curriculum

Our RSE 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, and taking into account the age, developmental stage, needs and feelings of our students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that students are fully informed and do not seek answers online.

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

## 6. Delivery of RSE

The majority of RSE is delivered through the Personal Development slot of the Tutor time programme. Some areas of the RSE content will be delivered through off-timetable days, this may also include sessions from trained health professionals or external visitors.

Biological aspects of RSE are taught within the science curriculum, and other areas may be revisited in the IT curriculum.

We do not deliver any stand-alone sex education lessons. Sex education sits alongside lessons concerning relationships; consent; health or safety. All components of the curriculum are statutory.

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 make sure that there is no stigmatisation of children based on their home circumstances (families can include single-parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

### 6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them;
- Is sensitive to all students' experiences;
- During lessons, makes students feel:
  - Safe and supported;
  - Able to engage with the key messages.

We will also:

- Make sure that students learn about these topics in an environment that is appropriate for them, for example in:

- A whole-class setting;
- Small groups or targeted sessions;
- 1-to-1 discussions.
- Give careful consideration to the level of differentiation needed.

## 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance;
- Would support students in applying their knowledge in different contexts and settings;
- Are age-appropriate, given the age, developmental stage and background of our students;
- Are evidence-based and contain robust facts and statistics;
- Fit into our curriculum plan;
- Are from credible sources;
- Are compatible with effective teaching approaches;
- Are sensitive to students' experiences and will not provoke distress.

## 7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The Academy remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate;
  - Are in line with students' developmental stage;
  - Comply with:
    - This policy;
    - The Teachers' Standards;
    - The Equality Act 2010;
    - The Human Rights Act 1998;
    - The Education Act 1996.
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum.
- Review any case study materials and look for feedback from other people the agency has worked with.
- Be clear on:
  - What they're going to say;
  - Their position on the issues to be discussed.
- Ask to see in advance any materials that the agency may use.
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people.
- Conduct a basic online search and address anything that may be of concern to us, or to parents/carers.
- Check the agency's protocol for taking pictures or using any personal data they might get from a session.
- Make sure that a member of staff is in the room during any sessions with external speakers.

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions.
- Use materials produced by such agencies, even if the material itself is not extreme.

## **8. Roles and responsibilities**

### **8.1 The Governing Body**

The Governing Body will approve the RSE policy, and hold the Headteacher to account for its implementation. The Governing Body has delegated the approval of this policy to the Headteacher.

### **8.2 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 components of RSE (see section 9).

### **8.3 Staff**

Staff and Tutors 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.

The lead for RSE is responsible for planning the RSE curriculum and ensuring it is high quality and consistent.

Tutors are responsible for delivering RSE within Tutor time.

The lead for Personal Development is responsible for overseeing the RSE curriculum as part of personal development.

### **8.4 Students**

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

## **9. 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.

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

## **10. Training**

Staff are trained to deliver RSE and it is included in our Continuing Professional Development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by KHE, DSL and PLDs through:

- Learning walks;

- Student Voice;
- Quality Assurance of resources.

Students' development in RSE is monitored by our internal assessment systems.

This policy will be reviewed by KHE annually. At every review, the policy will be approved by the Headteacher.

## Appendix 1: Curriculum map \*Subject to change for 2023/24

### Relationships and Sex Education Curriculum Map

	Yr 7 Content	Yr 8 Content	Yr 9 Content	Yr 10 Content	Yr 11 Content
<b>Cycle 1</b>	<b>Health and Wellbeing Who Am I?</b>	<b>Health and Wellbeing What Is a Healthy Lifestyle?</b>	<b>Health and Wellbeing What Is County Lines?</b>	<b>Health and Wellbeing How Can I Stay Safe With Drugs and Alcohol?</b>	<b>Health and Wellbeing **One off unit for current Year 11 cohort**</b>
<b>1</b>	<b>REFRESH</b>	<b>REFRESH</b>	<b>REFRESH</b>	<b>REFRESH</b>	<b>REFRESH?</b>
<b>2</b>	<b>Dealing With Change</b>	<b>Diet</b>	<b>County Lines</b>	<b>Legal and Illegal Drugs</b>	<b>Reproductive Health</b>
<b>3</b>	<b>Self-identity</b>	<b>Sleep</b>	<b>Criminal Exploitation</b>	<b>Associated Risks</b>	<b>Reproductive Health</b>
<b>4</b>	<b>Self-Identity</b>	<b>Screen Time</b>	<b>Grooming</b>	<b>Alcohol Consumption</b>	<b>Pregnancy and Miscarriage</b>
<b>5</b>	<b>Being Respectful</b>	<b>Dental</b>	<b>Signs</b>	<b>Risky Behaviour</b>	<b>IVF</b>
<b>6</b>	<b>Who are We?</b>	<b>Vaccination</b>	<b>Gang Crime</b>	<b>Addiction and Dependency</b>	<b>Abortion</b>
<b>7</b>	<b>Common Emotions</b>	<b>Exercise</b>	<b>Knife Crime</b>	<b>Prescription Drugs</b>	<b>Abortion</b>
<b>8</b>	<b>Puberty – Physical</b>	<b>Mental Wellbeing</b>	<b>Getting Help</b>	<b>Smoking</b>	<b>Raising Children</b>
<b>9</b>	<b>Puberty - Emotional</b>	<b>Healthy Lifestyles</b>	<b>Wider Impact</b>	<b>Other (vaping, balloons etc)</b>	<b>Adoption</b>
<b>Cycle 2</b>	<b>Relationships What Is a Healthy Relationship?</b>	<b>Relationships What Is a Healthy Relationship?</b>	<b>Relationships What Is Appropriate?</b>	<b>Relationships What Is Appropriate?</b>	<b>Relationships What Is Appropriate?</b>
<b>1</b>	<b>OMR</b>	<b>OMR</b>	<b>OMR</b>	<b>OMR</b>	<b>OMR</b>
<b>2</b>	<b>Types of Relationships</b>	<b>Romantic Relationships</b>	<b>Healthy, Intimate Relationships</b>	<b>Managing Sexual Pressure</b>	<b>Pornography and the Law</b>
<b>3</b>	<b>Healthy Relationships and Friendships</b>	<b>Healthy Relationships</b>	<b>Dealing With Pressure</b>	<b>Delaying Sex</b>	<b>The Impact and Media Representation</b>
<b>4</b>	<b>Improving and Supporting Relationships</b>	<b>Unhealthy Relationships</b>	<b>Impact of Sexual Relationships</b>	<b>Impact of Choices</b>	<b>Pornography and Relationships</b>
<b>5</b>	<b>Conflict and Resolution</b>	<b>Impact of Relationships</b>	<b>Inappropriate Behaviour</b>	<b>Consent</b>	<b>Criminal Behaviour</b>
<b>6</b>	<b>Families and Parents</b>	<b>Marriage</b>	<b>Media Representation of Relationships</b>	<b>Criminal Behaviour</b>	<b>Harassment and Stalking</b>
<b>7</b>	<b>Parenting</b>	<b>Forced and Arranged Marriage</b>	<b>Catcalling Up skirting</b>	<b>Violent Behaviour</b>	<b>Sexual Violence</b>
<b>8</b>	<b>Adoption</b>	<b>Divorce and Cohabitation</b>	<b>Consent</b>	<b>Harassment and Stalking</b>	<b>Harmful Content Online</b>
<b>9</b>	<b>Fostering</b>	<b>Honour Based Violence</b>	<b>Gender Stereotypes</b>	<b>Getting Help and Reporting</b>	<b>Reporting and Getting Help</b>



## Appendix 1: \*Subject to change for 2023/24

### Relationships and Sex Education Curriculum Map

Cycle 3	Living in the Wider World How Do We Treat Others?	Living in the Wider World How Should I Behave Online?	Living in the Wider World How Do We Live In the Online World?	Living in the Wider World How Do We Manage Finances?	Living in the Wider World Finances **One off unit for current Year 11 cohort**
1	OMR	OMR	OMR	OMR	OMR
2	Stereotypes	Responsibility of Behaviour Online	Social Media	Earning Money	Earning Money
3	Equality Act	Online Risks – Material Sharing	Comparison to Others	Budgeting	Budgeting
4	Positions of Authority	How Is Data Collected and Shared?	Curated Lifestyles Online	Saving	Saving
5	British Values	Advertising	Over-reliance on Social Media	Bank Accounts	Bank Accounts
6	Democracy	Being a Discerning User	Nudes and Images	Spending and Credit Cards	Spending and Credit Cards
7	Democracy	Harmful Behaviour – Grooming	Revenge Porn	Taxes	Taxes
8	Living in Our Local Community	Harmful Behaviour - Bullying	Online Gambling	Mortgages	Mortgages
9	Online Behaviour	Harmful Content	Fraud and Hacking	Credit Score	Credit Score
Cycle 4	Relationships What Is Bullying?	Living in the Wider World What Is Extremism and Radicalisation?	Relationships How Can I Stay Safe?	Relationships What Options Are Available?	
1	OMR	OMR	OMR	OMR	
2	Types of Bullying	British Values	Contraception	Reproductive Health	
3	Cyber Bullying	Celebrating Diversity	Contraception	Pregnancy and Miscarriage	
4	Impact and Wellbeing	Media Representation	STI's	IVF	
5	Hate Crimes	Extremism and Radicalisation	STI's Impact	Abortion	
6	Prejudice	Signs of Extremism	Testing	Abortion	
7	Discrimination	Signs of Extremism	Sexual Health Clinic	Raising Children	
8	Bystanders	PREVENT Programme	Fertility	Adoption	
9	Reporting Bullying	Reporting Extreme Behaviour		Advice and Help	

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

TOPIC	STUDENTS SHOULD KNOW
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>
Respectful relationships, including friendships	<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>
Online and media	<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
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>
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>

### 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	