
INVICTUS

Education Trust



Relationship and sex education policy

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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 pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we’re 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 Leasowes High School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – Tammy Tuohy has reviewed guidance from the government and the PSHCE association to build a robust and informative RSE framework that meets the national expectations
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations. Staff have given input on lessons they believe should be included in the curriculum to aid the development of our pupils.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE, this is continuously monitored through surveys both in class and digitally.
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 pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

6. Delivery of RSE

At Leasowes High School our Relationships and Sex Education Programme seeks to:

- Be age appropriate and differentiated to the needs of the pupils including **SEND pupils** that require a bespoke curriculum
- Present information in an objective, balanced and sensitive manner
- Encourage the development of social skills and strategies, which will reduce the risk of exploitation, misunderstanding and abuse.

- Be fully **inclusive of all genders, sexual orientations and all types of families (LGBT inclusive)**
- Develop a clear understanding of the importance of **consent**; how to give, withdraw, ask for and recognise consent
- Reinforce the importance of **loving relationships**, rooted in **mutual respect**
- Explore the skills needed for **effective parenting** and how to assess one's readiness to be a parent
- To represent all types of families and to explore the different methods for starting a family
- To ensure that BAME, LGBT and people with disabilities are positively represented in our curriculum
- Ensure pupils can identify the qualities of **healthy and unhealthy relationships**
- Allow pupils to examine the physical and emotional implications of sexual behaviour and to explore the arguments for **delaying sexual activity**
- Make pupils aware of how and where to **seek help** if they are in an unhealthy or abusive relationship
- Prepare pupils for the journey from **adolescence to adulthood**
- The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
 - Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
- The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- The school understands that pupils with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all pupils.
- The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age appropriate, developmentally appropriate and is delivered with reference to the law.
- The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
- The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.

- The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's Behaviour Management Policy.
- Sex education will be taught at an age specific time and will be influenced by the Brook traffic light system. This is further outlined in Appendix 1

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

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, LGBT 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 pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- 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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't 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 school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't 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 pupils' 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 and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher 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 Trust Board

The Trust board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the 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 that will be teaching RSE 23/24

Mrs Tammy Tuohy (Head of year 7)

Ms Laura Price (Head of year 8)
Mr Mark Sawyers (Head of year 9)
Mr Sean Burns (Head of year 10)
Mr Jamil Ali (Deputy curriculum lead ICT)
Mr Kristian Fernandes (Teacher of the Arts)
Mr Jacob Tromans (Teacher of the Arts)
Mre Maryse Roberts (deputy curriculum manager humanities)
Mr Matthew Crowe (Deputy curriculum lead humanities)
Ms Salwa Haji (curriculum lead ICT)
Mr James Richardson (PE teacher)
Mrs Natalie Wills (Deputy Head)
Mrs Claire McAleavy (Assistant Head)
Ms Danielle Williams (Teacher of ICT)

8.4 Pupils

Pupils 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 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 pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

10. 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 and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Tammy Tuohy (Head of PSHCE, Head of year 7, Transition lead) through:

Termly learning walks, book scrutinies to ensure that learning at Leasowes is being implemented and the curriculum is being followed closely to ensure all pupils receive the same quality of education. Termly staff and student voice to ensure the needs of the pupils are being met and the curriculum is fit for purpose. All lessons are planned by the PSHCE lead to ensure they are following learning at Leasowes and enable the opportunities for class teachers to create an inclusive environment.

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

This policy will be reviewed by Mrs Tammy Tuohy annually. At every review, the policy will be approved by the Trust Board at Executive level.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 1	Relationships: <ul style="list-style-type: none"> • Things that cause conflict between me and my friends • What I do when my friend makes me upset • What does a positive friendship look like? 	PowerPoint presentations are delivered by the class teacher. Many of the PowerPoints are created by the PSHCE association or other organisations such as <ul style="list-style-type: none"> • NSPCC • Brook Sexual health Drop down values days led by the Ethos team also support the curriculum and cover some of the topics outlined.
	Autumn 2	<ul style="list-style-type: none"> • What are signs of a negative relationship? • Social media and sexting • Legalities of sharing sexually explicit images Puberty <ul style="list-style-type: none"> • My changing body • My independence and puberty • How I might feel • Physical changes to the body of both biological males and females 	
	Summer 1	Bullying <ul style="list-style-type: none"> • How to identify the signs of bullying • How can I help if I see bullying? • What to do if I am a bully 	
	Summer 2	<ul style="list-style-type: none"> • FGM- Female genital mutilation. Looking at the legalities of FGM and how this may have an impact on people within our setting and community. We will look at what FGM is and how we can protect ourselves and others from this practice. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 2	<p>Positive relationships</p> <ul style="list-style-type: none"> • How to identify different forms of prejudice • Protected characteristics • How can I be an ally? • What is my identity? • What forms my identity? • How does my identity help form my relationships? 	<p>PowerPoint presentations are delivered by the class teacher. Many of the PowerPoints are created by the PSHCE association or other organisations such as</p> <ul style="list-style-type: none"> • NSPCC • Brook Sexual health <p>Drop down values days led by the Ethos team also support the curriculum and cover some of the topics outlined.</p>
	Spring 2	<ul style="list-style-type: none"> • Consent, autonomy over my own body and decisions • What is sexual consent • What do abusive relationships look like? • How can I get help if I am in an abusive relationship? • How can I help someone in an abusive relationship? 	
	Summer 1	<ul style="list-style-type: none"> • Different forms of contraception • How does contraception work and how can it keep me safe from both unwanted pregnancies and sexual transmitted infections? • What do domineering relationships look like? 	

Year 9	Autumn 1	<p>Positive relationships</p> <ul style="list-style-type: none"> • Healthy and unhealthy relationships • Identifying characteristics of healthy relationships and how to identify negative behaviours within a relationship and protect yourself from them 	<p>PowerPoint presentations are delivered by the class teacher. Many of the PowerPoints are created by the PSHCE association or other organisations such as</p> <ul style="list-style-type: none"> • NSPCC • Brook Sexual health <p>Drop down values days led by the Ethos team also support the curriculum and cover some of the topics outlined.</p> <p>The school nurse will also be available to support with the planning of the units and providing support to staff to deliver the unit. The school nurse will also be available to provide support to students.</p>
	Autumn 2	<ul style="list-style-type: none"> • Pornography and how it can play a dangerous role in a relationship. Looking at the how pornography can promote negative stereotypes of a sexual relationship • Cyberbullying- how can social media create a negative relationship between people. How to report cyberbullying and identify what cyberbullying looks like. 	
	Spring 1	<p>Sex education</p> <ul style="list-style-type: none"> • Looking at myths around sex and addressing dangerous misconceptions 	
	Spring 2	<ul style="list-style-type: none"> • Contraception- identifying different forms of contraception and how each work • Unplanned pregnancies- Identifying the dangers of unplanned pregnancies. How to ask for help both within school and in the community. How schools can support a person with an unplanned pregnancy and how to communicate with families. • Preventing sexually transmitted infections- Identifying how easily sexually transmitted infections can spread. How to prevent these through maintaining boundaries within a relationship and where necessary using the correct form of contraception. 	
	Summer 2	<p>Positive relationships</p> <ul style="list-style-type: none"> • Sexual attacks and blame culture- how both male and females can protect themselves from sexual attacks. Looking at how to report sexual attacks and how to support someone that may have experienced such an attack. Identifying what is a sexual attack. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Autumn 1	<p>Positive relationships</p> <ul style="list-style-type: none"> • Pornography- Looking at the negative representation of a healthy relationship through pornography. Dispelling myths that are presented through pornography. Identifying the legal ramifications of viewing and distributing pornography. • Social media and how it can affect a relationship. 	<p>PowerPoint presentations are delivered by the class teacher. Many of the PowerPoints are created by the PSHCE association or other organisations such as</p> <ul style="list-style-type: none"> • NSPCC • Brook Sexual health <p>Drop down values days led by the Ethos team also support the curriculum and cover some of the topics outlined.</p> <p>The school nurse will also be available to support with the planning of the units and providing support to staff to deliver the unit. The school nurse will also be available to provide support to students.</p>
	Summer 1	<ul style="list-style-type: none"> • Sexting- identifying the legalities of distributing sexually explicit images. How to protect yourself from sexting. How to report sexting and the distribution of sexually explicit images. 	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Spring 2	Positive relationships <ul style="list-style-type: none"> • Sexual attacks- how to keep yourself safe in society from sexual attacks. What is a sexual attack? 	PowerPoint presentations are delivered by the class teacher. Many of the PowerPoints are created by the PSHCE association or other organisations such as <ul style="list-style-type: none"> • NSPCC • Brook Sexual health Drop down values days led by the Ethos team also support the curriculum and cover some of the topics outlined. The school nurse will also be available to support with the planning of the units and providing support to staff to deliver the unit. The school nurse will also be available to provide support to students. Post 16 providers will be in school on careers days and will help pupils identify support available post 16
	Summer 1	Positive relationships <ul style="list-style-type: none"> • How to nurture positive relationships in wider society. Help and support systems that are available outside of Leasowes. 	

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

TOPIC	PUPILS 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
Respectful relationships, including friendships	<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 • 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	PUPILS 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	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<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		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	

