



# North Leamington School Relationships and Sex Education Policy

**May 2020**

**This policy is effective from:** September 2020

**Approved by:** NLS Governing Board

**Review date:** July 2021

**Review Leader:** Deputy Headteacher

# CORE Purpose

At NLS we aim to give students the broad and balanced information they need to help them develop healthy, nurturing relationships of all kinds. Our curriculum should enable students to understand what a healthy relationship looks like; what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. This will help students understand the positive effects that good relationships have on their mental wellbeing and will support them in managing situations as they grow up and in their future lives.

## 1. Aims

The aims of relationship and sex education (RSE) and Personal Social Health Economic (PSHE) Education at North Leamington School are to:

- Provide a framework in which sensitive discussions can take place
- Equip students with current, up-to-date information on issues that they may face in the wider world to enable them to make informed choices and opinions, from drugs to bullying and RSE (which focuses the effective delivery of relationships education, including sex education within secondary schools).
- 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

## 2. Statutory requirements

At North Leamington School we teach RSE as set out in this policy.

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](#).

## 3. 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.
- PHSE and RSE are non-examined subjects which help to equip our students for life outside school and the role they take on after education. RSE is not about encouraging students to become sexually active, is it about promoting any particular lifestyle or relationship choice.
- RSE is about providing students with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. This is achieved through sharing information and exploring issues and values.
- The CORE values of North Leamington School embrace inclusivity. This inclusivity includes aspects such as gender, sexual orientation, race, religion, LGBT+ and is the basis for which successful PSHE is taught.

## 5. Curriculum

We have developed the curriculum in consultation with parents, students and staff taking into account the needs and feelings of students. If students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so students are fully informed.

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

## 6. Delivery of RSE

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).

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

Across all Key Stages, students will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Understand they have the right to voice an opinion and be accepted when doing so
- Know and understand how to form and sustain healthy relationships
- Understand that they have the responsibility to treat everyone as equals
- Develop the skills to maintain a healthy lifestyle both physically and mentally
- Develop the attributes of confident, well informed and inclusive young adults
- Recognising and assessing potential risks
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle

For Years 7 – 11. Students are taught in tutor groups led by Learning Mentors and some topics are taught during lesson time through the RE curriculum. All teachers of PSHE will have access to a range of resources and support to ensure teaching is accurate, supportive and appropriate for their learners needs.

### 6.1 Teaching and Learning

The programme of study has been created to meet the needs of our learners whilst at the same time covering legal requirements. We use a range of teaching and learning styles to teach PSHE and RSE. We emphasise active learning by including the students in discussions, investigations and problem-solving activities. We encourage the students to take part in a range of tasks that promote active citizenship, for example charity fundraising or the planning of special school events such as an assembly.

We organise classes in such a way that students are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We may offer students the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community. Formative assessment will be on going throughout the programme and should be the main driving force in meeting our students' needs. At the beginning and end of each topic the knowledge and understanding of the students will be assessed and used to inform future teaching.

Students will have opportunities to review and reflect on their learning during lessons and student voice will be vital in adapting and amending planned learning activities.

Due to the nature of PSHE and RSE we will ensure that students are taught in a safe learning environment with clear ground rules and where possible distancing techniques will be used to keep our students safe and confident. All sensitive issues will be handled with care and any safeguarding issues will be dealt with in line with school policy.

## **6.2 PSHE and Curriculum Planning**

We teach PSHE and RSE in a variety of ways. Sometimes, for example, when dealing with issues in drugs education, we may teach PSHE as a discrete subject. On other occasions we introduce PSHE and RSE topics through teaching in other subjects. Also, as there is a large overlap between the programme of study for Religious Education and the aims of PSHE, we deliver a considerable amount of the PSHE and RSE curriculum through our Religious Education lessons. We also develop PSHE and RSE through various activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters.

## **6.3 Teaching PSHE to children with Special Educational Needs and Disabilities (SEND)**

- We teach PSHE and RSE to all children (Sex Education at Secondary), regardless of their ability.
- Our teachers provide learning opportunities differentiated to the individual needs of children with SEND. Teachers will be mindful of students' needs when delivering PSHE and RSE.
- When teaching PSHE, reasonable adjustments will be applied in line with students' needs. All students will be provided with additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

# **7. Roles and responsibilities**

## **7.1 The governing Body**

The Governing Board will approve the RSE policy and hold the Headteacher to account for its implementation.

## **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 components of RSE

## **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 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.

## **7.4 Students**

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

## **7.5 Parental Engagement**

Parents will have access to the PSHE policy at all times via the school website and any changes will be notified. We are fully committed to working with parents and carers and will work closely with them so that they are fully aware of what is being taught. We welcome feedback regards any and all content. Any complaints about the RSE curriculum should be made using the school's complaints procedure, available on the school website.

## **8. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the students' records. The Headteacher will discuss the request with parents and take appropriate action, in consultation with the Subject Leader for RE. Such requests will only be granted in exceptional circumstances, up until three school terms before your child turns 16. At this age, your child can choose to receive Sex Education if they would like to, and the school will arrange for the child to receive this teaching in one of those three terms (unless there are exceptional circumstances).

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

## **9. Training**

Staff are trained on the delivery of RSE. As part of this, North Leamington School 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.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the Senior Leadership Team and Subject Leader for RE through the school's Quality Assurance arrangements, such as scrutiny of planning, and other monitoring activities.

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

This policy will be reviewed by Senior Leadership Team Governors and parents annually. At every review, the policy will be approved by the Governing Body

Appendix 1: Curriculum Map

<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Respectful relationships</b> <b>Bullying</b> <b>Puberty</b> <b>Internet safety</b> <b>Health and fitness</b> <b>Healthy eating</b> <b>Drugs, Alcohol and tobacco</b> <b>Basic first aid</b> <b>Health and prevention</b> <b>Introduction to radicalisation</b>	<b>Mental health and wellbeing</b> <b>Body image</b> <b>Respecting the views of others and respectful relationships</b> <b>Social media: positive or destructive?</b> <b>Online safety</b> <b>Preventing radicalisation</b>	<b>Healthy relationships</b> <b>Changing gender roles</b> <b>Contraception</b> <b>STIs</b> <b>Prejudice and discrimination</b> <b>Preventing radicalisation</b> <b>Consent</b> <b>Teenage pregnancy</b> <b>Different levels of intimacy</b>	<b>Careers</b> <b>The law on sex, relationships and young people</b> <b>Being safe (sexual behaviours and practices including FGM)</b> <b>Intimate and sexual relationships including sexual health</b> <b>Abusive relationships and consent</b> <b>Preventing radicalisation</b>	<b>Mental health and wellbeing</b> <b>Road Safety and safety in the community</b> <b>Personal Safety: online / Prevent / Consent /</b> <b>Preventing radicalisation</b>

This document links to the following policies:

- Accessibility Plan
- Child Protection Policy
- Behaviour and Engagement Policy
- SEND Policy and Information Report
- Anti-Bullying Policy
- Staff Behaviour Policy
- Complaints Policy