



RSE Policy

Langley Park School for Boys

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1. Aims

Relationships and Sex Education (RSE) is part of a school curriculum that is required to promote spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life.

The aim of RSE will be to provide balanced and factual information about human reproduction, together with a consideration of the broader emotional and ethical dimensions of sexual attitudes.

The RSE programme will be set within a framework of values that seeks to promote and support the best standards of family life, whilst taking into account the age and understanding of the pupils.

The general purpose of the programme will be 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 sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a secondary academy school we must provide RSE to all pupils as per 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](#).

At Langley Park School for Boys we teach RSE as set out in this policy.

In drawing up a policy schools are expected to take steps to ensure that any RSE is given in a manner which encourages pupils to have due regard to moral considerations and the value of family life.

Parents may withdraw their child from all or part of RSE - except that which is included in the National Curriculum, see section 8 for more details.

The Role of the Parents

The prime responsibility for bringing up children rests with parents. Therefore, teaching on RSE will aim to be complementary to and supportive of their role.

In the event of parents wishing to withdraw their child from RSE lessons they should write to the Headteacher, who would then invite parents to discuss their concerns with her. Parents do not have to give a reason for their decision to withdraw their child from RSE, however a confidential discussion with the Headteacher may well be helpful so that any misunderstandings about the nature of RSE provided by the school can be resolved.

On joining the school, parents are advised of the procedures for working and consulting with staff in the publication 'Notes for Parents'.

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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – the policy document was shared with parents and other interested parties and comments / concerns were welcomed.
4. Pupil consultation – we investigated what exactly pupils want from their RSE through focus groups.
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.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

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 Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

5. Curriculum

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

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, citizenship and economic (PSHCE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone RSE sessions delivered by a trained health professional.

Responsibility for co-ordinating and reviewing the RSE policy of the school will rest with the pastoral Assistant Headteacher. The policy will be reviewed annually. Planning and delivery of the policy will be shared between the pastoral Assistant Headteacher, the Head of Science and the Head of Religious Studies, together with those staff specifically allocated related responsibilities.

RSE will be taught within National Curriculum Science education and as a discrete topic within the broad programme of PSHCE; the Religious Studies curriculum will also deal with related topics. Science staff will teach all the aspects in the National Curriculum course. All form tutors (years 7-13) will have some input through the teaching of PSHCE.

The overall approach to teaching about sexual matters will be to present facts in an objective, balanced and sensitive manner, and at the same time generate a classroom atmosphere within which pupils can ask questions and discuss sexual matters without embarrassment, guilt or anxiety. Within RSE lessons the methodology applied will vary from teacher-led instruction to pupil-led small group discussion. It is standard practice in PSHCE lessons for pupils to take an active part in the learning process by leading discussions and challenging each other's ideas.

Various resources are used to support the teaching of RSE, including visits from qualified health professionals and the use of carefully selected videos. The images used in videos relating to human reproduction and contraception are almost entirely in diagrammatic form and occasionally contain a degree of explicit material [eg how to correctly put on a condom]. This method of presentation frequently enables sensitive issues to be approached with accuracy and clarity.

7. Roles and responsibilities

7.1 The governing board

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 pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE

- Responding to the needs of individual pupils

- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

All form tutors (years 7-13) are expected to deliver components of the RSE curriculum during PSHCE lessons in form periods.

All science staff are expected to deliver RSE lessons as part of the national curriculum in key stages 3 and 4.

7.4 Pupils

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

8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] 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 2 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 work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of our continuing professional development programme.

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.

10. Monitoring arrangements

The delivery of RSE is monitored by Mr B A Jones [pastoral Assistant Headteacher] through:

- Learning walks
- Pupil Questionnaires

This policy will be reviewed by Mr B A Jones [Pastoral Assistant Headteacher] annually. At every review, the policy will be approved by Ms S Munday [the Headteacher].

Appendix 1: Curriculum map

RSE curriculum map

YEAR GROUP	PSHCE	SCIENCE
Year 7	<p>Relationships –</p> <ul style="list-style-type: none"> • Introduction to the idea of relationships. • Talking and communicating new relationships with family. • Considering the viewpoints of parents on their relationships. • The idea of what “love” is. • How their individual circumstances and up bringing can affect their outlook on relationships. • Individuals have different opinions on what a good relationship is. • Looking at various scenarios and discussing them eg. Break ups, pressure to be with someone from peers, friendship or partner. • What would they want from a person they were in a relationship with? • What would they expect of themselves to give back in a relationship? 	<ul style="list-style-type: none"> • The difference between adolescence and puberty • The main changes that take place during puberty • The main structures in the male and female reproductive systems • The function of the main structures in the male and female reproductive organs • The structure and function of gametes (reproductive cells) • The processes of fertilisation • What happens during gestation • What happens during birth • What the menstrual cycle is • The main stages in the menstrual cycle
Year 8	<p>Relationships and conflict</p> <p>Discrimination, prejudice and challenges</p> <ul style="list-style-type: none"> • What happens when I start having romantic relationships? • What types of romantic relationships are there? • In terms of physical affection, how do I know what’s right? • What are signs of healthy and unhealthy relationships? • How can romantic relationships affect my friendships? • An introduction and understanding of ‘consent’ in romantic relationships 	

YEAR GROUP	PSHCE	SCIENCE
Year 9	<p>Healthy relationships with ourselves and others.</p> <ul style="list-style-type: none"> • How do relationships change when you develop romantic feelings for someone? • How do I know when I am ready to have a sexual relationship? • What is a positive relationship? • What is abuse? • Can you identify a healthy or abusive relationship? <p>Sex Education</p> <ul style="list-style-type: none"> • What are the different types of birth control? • What are STI's? • What are the features and treatments of different STI's? • How do I protect myself from getting an STI? <p>Brook External Provider</p> <ul style="list-style-type: none"> • Relationships and the digital world • Condoms and sexual health • Misogyny • Sex and the law 	

YEAR GROUP	PSHCE	SCIENCE
Year 10	<p>Relationships</p> <ul style="list-style-type: none"> • What is a healthy relationship? • The challenges of cross-cultural and same sex relationships. • Abusive relationships. • Changing family relationships and the challenges of parenthood. • The process of bereavement. • Modern marriage and cohabitation. • Forced Marriage. • The impact of divorce. <p>Sex Education</p> <ul style="list-style-type: none"> • Contraception. • STIs and their impacts. • HPV and immunisation. • Teenage Pregnancy. • Sexual Abuse. • Unplanned Pregnancy - what are the options? • Abortion. • Sexual offences. • Human Trafficking. 	

YEAR GROUP	PSHCE	SCIENCE
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Year 11	<p>Relationships</p> <ul style="list-style-type: none"> • Stereotypes - sex, gender, race, religion, sexual orientation or disability. • Bystander Interventions - The Equality Act and what constitutes 'hate crime'? • What practical and responsible steps can bystanders take? • Reporting both online and offline. <p>Consent</p> <ul style="list-style-type: none"> • What is 'consent' and what's the law, both online and offline? (Including relating to harassment and assault) • What is 'sex' and how does this link to understanding consent? (How we must understand personal preferences and boundaries in order to be able to communicate consent) • Consent & communicating boundaries - verbal and non-verbal signs of consent and non-consent; asking for permission <p>Sex Education</p> <ul style="list-style-type: none"> • What is 'pornography'? • Pornography v art • Pornography v reality • Reinforcement of harmful stereotypes in pornography • Is watching pornography normal • Body image and presentation of sex in pornography <p>Brook external provider</p> <ul style="list-style-type: none"> • Online safety (sexting) • Online misogyny • Pornography • Risky behaviours 	<ul style="list-style-type: none"> • The main reproductive hormones • How hormones control the changes at puberty • The role of hormones in human reproduction • How hormones interact to control the menstrual cycle • Different methods of hormonal and non-hormonal contraception • How hormones can be used to treat infertility
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YEAR GROUP	PSHCE	SCIENCE
Year 12	<p>Relationships</p> <ul style="list-style-type: none"> • Friendship groups • Peer pressure • Mixed schooling • Prejudice expectations <p>Sexual Harassment and Sexting</p> <ul style="list-style-type: none"> • Identifying sexual harassment • Sexting • Revenge porn <p>Safe Sex</p> <ul style="list-style-type: none"> • Methods of contraception • Pregnancy and abortion <p>External provider</p> <ul style="list-style-type: none"> • Sexual harassment • Body image • Gender norms and diversity • Pleasure • Self esteem 	
Year 13	<p>Relationships</p> <ul style="list-style-type: none"> • LGBTQ+ • Sexual relationships (different types) • Moving on after a breakup • Supporting your partner <p>Abusive Relationships</p> <ul style="list-style-type: none"> • Gaslighting • Domestic violence • Emotional abuse <p>Consent</p> <ul style="list-style-type: none"> • What is consent? • Legal ramifications • Alcohol and sex 	

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 RSE			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	