



Longridge High School

Relationship and Sex Education Policy (Current Requirements)

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1. Aims

The aims of relationship 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

Under [section 3.6 of the National Curriculum](#), RSE is compulsory from year 7 onwards.

Secondary schools must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

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 – LMK has 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 – parents and any interested parties were invited to comment on the policy and suggest amendments via the school newsletter and website.
4. Pupil consultation – we investigated what exactly pupils want from their RSE via termly meetings with the student council.
5. Ratification – once amendments were made, the policy was shared with Mr Dave Gilmore the governor link to PSHE 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.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in connection with the updated requirements from the DFE 2020. Taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online, as well as the relevant signposting being given in each lesson.

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. RSE is taught by form tutors who are aware of the needs of students and can make informed choices regarding any potential CP issues.

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

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required via signposting
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life.

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.

The governing board will hold the Headteacher to account for the implementation of this policy.

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.

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 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.

LMK is responsible for the planning of RSE in relation to government directives. Individual teachers have the responsibility to implement lessons and deliver RSE.

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 RSE.

Requests for withdrawal should be put in writing 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 RSE.

9. 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.

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs Louise Mulvana-Kinlin (as head of PSHE) and Mrs April Gibson (as Teaching and Learning Lead) through:

- Book Scrutiny / monitoring
- Learning walks

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

This policy will be reviewed by LMK and the Headteacher bi-annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Find below details of the RSE content for yrs7-11

7	Winter 1	<ul style="list-style-type: none"> ● Family Life: Exploring family life, exploring different types of families. ● Healthy and Unhealthy relationships: Examining healthy and unhealthy relationships both on and offline. What makes a healthy relationship and identifying criteria for an unhealthy relationship. ● Friendships, Consent and Romance: They will examine friendships, romance and consent and traits to make relationships safe and respectful. ● Tolerance and Respect: Explore the meanings of tolerance and respect within relationships and behaviours associated with this. Linking this to the school motto of “Respect, Grow, Learn together”. Whilst also examining the Equality act 2010 ● Attitudes to others – Prejudice, discrimination and stereotyping: Examine what is meant by Prejudice, Discrimination and Stereotyping. Student will explore external influences that may affect their ability to form opinions.
7	Winter 2	<ul style="list-style-type: none"> ● Bullying and cyberbullying: Students will examine bullying and cyberbullying. How to recognise the signs and what to do about it. They will examine their own social media accounts and what they should and should not be posting online. ● Gender Identity: Students will examine Gender Identity and the differences between sexuality and Gender Identity ● Puberty: Students will explore the changes that will happen to their bodies through puberty.
8	Winter 2	<ul style="list-style-type: none"> ➤ Sexuality: Students will explore what healthy and unhealthy relationships are, explore what it means to have a partner and define key terms when exploring sexuality. ➤ Consent and sexual intimacy: Exploration of what constitutes sexual intimacy, different elements of intimacy eg touching and kissing etc. they will examine the potential consequences of these. ➤ Contraception: Students will explore their own knowledge about what contraception is and the methods available. They will identify methods of contraception (condom, pill the implant and contraceptive injection) and the consequences of not using contraception. ➤ Pregnancy and Miscarriage: Students will explore the stages of foetal development as well as miscarriage and ectopic pregnancies. ➤ STI's: Students will examine different STI's, signs and symptoms and how to seek treatment. ➤ Digital Literacy: Students will look at online safety, how they can be safe online and how they can identify unhealthy relationships. As well as exploring how some people can use the internet negatively – to befriend and groom children. ➤ Grooming: Students will examine the signs of grooming and what to do and where to report instances of.

8	Spring 1	<ul style="list-style-type: none"> ➤ Human Rights: Students will explore the Universal Declaration of Human Rights and will evaluate their importance. ➤ Racism: Students will explore historical cases of racism: Stephen Lawrence, The Holocaust, Rosa Parks and Johnny Delaney as well as explore what can be done to stop racism. ➤ Religious Discrimination: Students will examine different examples of religious discrimination – Islamophobia, Catholics V’s Protestants in Northern Ireland Adolf Hitler, the KKK as well as religious discrimination in the workplace.
9	Winter 1	<ul style="list-style-type: none"> ▪ Conflict at home: Students will explore what causes conflict at home, assess some conflict scenarios and the feelings associated with conflict as well as explore potential resolutions. ▪ Running Away: Student will look at the statistics surrounding running away and explore different case studies of runaways. ▪ Human Rights: Student will look at what to do if someone human rights are denied. They will look at the work of Amnesty International and case studies of human rights infringements. ▪ Homophobia: This is an introduction to the beginning of the LGBTQ+ communities fight for equality. They will look at stereotypical views, definitions, coming out and the stigma associated with being Gay.
	Winter 2	<ul style="list-style-type: none"> ▪ Impact of Homophobia: Students examine case studies of people of people who have been victims of homophobic attacks and propose strategies to help the LGBTQ+ students at LHS. ▪ Transphobia: Explore what it means to be transgender, myths and misconceptions, differences between gender and sexuality. Explore a case study of a teen who is transgender. ▪ Sexism: Students will explore the history of women’s rights and the struggle for equality.
	Spring 1	<ul style="list-style-type: none"> ▪ Relationships and Peer Pressure: Examination of why people might pressure others in to engaging in sex / sexual activity and how this might make someone feel. Examine how to say no! ▪ Relationships and delaying sex: Examine why people engage in sexual activity, look at a case study of someone who feels pressured to have sex and complete a sorting task on whether one is ready for sexual activity. ▪ Consent: Examination of what consent means, when it can be given, the law and scenarios. ▪ Contraception: Understanding of what contraception is and how they work. Students will put a condom on a model. ▪ Risk of STI’s: Look at different STI’s in the UK, with particular focus on Chlamydia and the most prevalent in the UK. ▪ Sexting: Examine the social, emotional and legal consequences of sexting. Explore a case study. ▪ Pornography: They will examine the legal position of pornography, the facts, the impact of pornography on the individual and society as well as the distinction between pornography as an industry and not representative of a healthy relationship.

10	Winter 1	<ul style="list-style-type: none"> ○ Relationship myths and expectations: Students will examine traits that make relationships healthy / unhealthy. They will explore ideas about what is “expected” in relationships as well as examine myths and expectations. And identify ways to spot signs of unhealthy relationships. ○ Commitment: Assess what commitment is and why people want / do not want to be in a committed relationship. Legal differences between marriage and civil partnerships. As well as the idea of forced marriage. ○ Marriage: Explore key facts about families and relationships, why people want to and do not want to get married, as well as examining the similarities and difference between marriage, civil partnerships and cohabitation. ○ Abusive Relationships: Understanding what a healthy relationship is and examining controlling behaviour. Recognising the signs. ○ Exploitation, coercion and gaslighting in relationships: Define key terms, using resources from CEOP examine the signs of these. ○ Transmission of STI’s: Students will participate in an STI “game” which will show the transmission of STI’s through pouring liquid.
	Winter 2	<ul style="list-style-type: none"> ○ Managing Relationship breakups: Explore why relationships end, identify the social, emotional and physical impact of a relationship breakdown. ○ Sending a receiving sexual images: Examine the consequences and the risks of sending and / receiving sexual images. What should they do if they encounter such images. ○ Understanding different families: Examine traits that make families successful and explore the changing family unit over the past 100+ years. ○ Parenting and Parenting Skills: Examine the legal requirements for all parents. ○ Breakdown of the family and how to cope: Explore why families break down and how to go through the stages of grief to find support and help. ○ Unplanned pregnancies and options: Students will explore pregnancy statistics, true and false statements about teenage pregnancies and a case study. This will look at abortion, adoption and fostering as an alternative to keeping the child.
11	Winter 1	<ul style="list-style-type: none"> ✓ Relationship Values: Students will explore what would make their perfect partner (traits / characteristics). They will also look at what equates to effective communication in relationships as well as an examination of sexuality and sexual attraction. ✓ Assertive communication in relationships: Explore definitions such as: assertive, passive, passive aggressive and assign communication statements. ✓ Recognising unwanted attention: This looks at the issue of stalking and harassment, both on and offline. It includes a case study entitled “Killed by my boyfriend”

	Spring 1	<ul style="list-style-type: none"> ✓ Tackling Domestic Abuse: Examine facts around domestic abuse, be able to identify the signs of domestic abuse, exploration of Rhiannas domestic abuse in 2009 ✓ Forced Marriage: Exploration of the differences between – marriage, arranged marriage, forced marriage, consent and honour based violence. Examine the myths and realities, warning signs and where to seek help / support. ✓ British Values: Explore their personal identity, with a review of what it means to be British. ✓ Diversity: Students will explore the advantages and disadvantages of living in a diverse country. As well as the consequences of what happens when people refuse to accept diversity. ✓ Radicalisation: Define key terms - radicalisation, extremism, terrorism, manipulate, vulnerable and propaganda. Identify how someone can be radicalised via case study. ✓ Challenging Extremism: Examination of why people are terrorists, case study of Malala Yousaf who stood up to the Taliban and was shot.
Relevant websites to support the delivery of SRE	www.childline.org.uk www.stonewall.org.uk www.tht.org.uk www.mermaids.org.uk www.nhs.uk www.askbrook.org.uk www.relate.org.uk	