Relationship and Sex Education Policy

Prepared by	Gloria Gold, Vice Principal – Personal Development
Acknowledgements	Leadership Team Board of Directors Parents
Date Approved	24 September 2020
Policy Approved by	Board of Directors
Version	1.0
Next Policy Review Date	September 2022

Version Control Table

Version	Date	Amended by	Rationale
0.1	20/04/2020	Gloria Gold	First draft for consultation with parents.
0.2	02/09/2020	Gloria Gold	Revised first draft following consultation with parents
1.0	24/09/2020		Version approved by the Board of Directors

Guidance on version Control:
The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

RELATIONSHIP & SEX EDUCATION POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	**Tick (✓)**	**Type of Stakeholder**	**Tick (✓)**
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	
Key Stage 5 (KS5) Level 3	✓	Directors	✓
Key Stage 5 (KS5) A Levels	✓	Employers	
Apprentices		Visitors / Contractors	

Contents

1. Policy Aims

The aims of this Relationships and Sex Education (RSE) Policy at our College are to:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for adulthood, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach learners 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 the London Design and Engineering UTC we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, learners 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 college 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

4. Learner consultation – we investigated what exactly learners want from their RSE

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 learners, 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 it as and when necessary.

We have developed the curriculum in consultation with parents, learners and staff, taking into account the age, needs and feelings of learners. If learners 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 Learning for Life curriculum. Biological aspects of RSE are taught within the science curriculum.

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

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 ensure that there is no stigmatisation of our learners based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some learners may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The Board of Directors

The Board of Directors will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the college, and for managing requests to withdraw learners from non-statutory components of RSE (see section 8).

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 learners

- Responding appropriately to learners 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 Principal.

All teaching staff are responsible for teaching RSE in the college.

7.4 Learners

All learners 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 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 college will arrange this.

Requests for withdrawal should be put in writing and addressed to the Vice Principal.

A copy of withdrawal requests will be placed in the learner's educational record. The Vice Principal will discuss the request with parents and take appropriate action.

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

9. Training

Staff are trained on the delivery of RSE and it is included in our continuing professional development calendar.

The Principal and/or Vice Principal / Heads of Year will also invite visitors from outside the college, such 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 Gloria Gold, Vice Principal through:

Learning walks, classroom observation, learner feedback.

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

This policy will be reviewed by Gloria Gold, Vice Principal annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum Map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES

Year 9	Autumn	Relationships:
		   Being kind to self and others
		   Anti-Bullying
		   Mental Health
			https://ldeutc.padlet.org/KenanDrugzani/learningforlife
			https://www.anti-bullyingalliance.org.uk
			https://www.mentalhealth.org.uk
			https://www.annafreud.org
			PiXL
			https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA

Year 10	Autumn	Relationships:
		  - Being kind to self and others
		  - Anti-bullying
		  - Mental Health Awareness
			https://ldeutc.padlet.org/KenanDrugzani/learningforlife
			https://www.anti-bullyingalliance.org.uk
			https://www.mentalhealth.org.uk
			https://www.annafreud.org
			PiXL
			https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA

Year 11	Autumn	Relationships:
		  - Resilience
		  - Mental Health Awareness
		  - Coping with exam stress
		  - Anti-Bullying
			https://ldeutc.padlet.org/KenanDrugzani/learningforlife
			https://www.anti-bullyingalliance.org.uk
			https://www.mentalhealth.org.uk
			https://www.annafreud.org
			PiXL
			https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 12	Autumn	Relationships: - Anti-bullying - Mental Health Awareness - Preventing Harmful situations to self and others - Resilience	https://ldeutc.padlet.org/KenanDrugzani/learningforlife https://www.anti-bullyingalliance.org.uk https://www.mentalhealth.org.uk https://www.annafreud.org PiXL https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA
Year 13	Autumn	Relationships: - Mental Health Awareness - Social media effects on relationships	https://ldeutc.padlet.org/KenanDrugzani/learningforlife https://www.anti-bullyingalliance.org.uk https://www.mentalhealth.org.uk https://www.annafreud.org PiXL https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA
Year 9	Spring	Relationships / Sex Education - Online Safety - Relationships	Alt-Ed Talks (external speakers) https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA https://ldeutc.padlet.org/KenanDrugzani/learningforlife https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://nationalonlinesafety.com https://www.saferinternet.org.uk https://www.thinkuknow.co.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring	Relationships / Sex Education - Online Safety - Relationships Science GCSE - Puberty and Sex Hormones - Menstruation - Contraception - Treating Infertility	Alt-Ed Talks (external speakers) https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA Alt-Ed Talks (external speakers) https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA https://ldeutc.padlet.org/KenanDrugzani/learningforlife https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://nationalonlinesafety.com https://www.saferinternet.org.uk https://www.thinkuknow.co.uk See Science Curriculum
Year 11	Spring	Relationships / Sex Education - Online safety - Digital Footprint - Contraception	Alt-Ed Talks (external speakers) https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA https://ldeutc.padlet.org/KenanDrugzani/learningforlife https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://nationalonlinesafety.com https://www.saferinternet.org.uk https://www.thinkuknow.co.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 12	Spring	Relationships / Sex Education - Sexual Health - STIs - Sexual consent - Risky Sexual Behaviour - Contraception - Mindfulness Biology A Level only - Genetics evolution and ecosystem - Patterns of inheritance and variation	Alt-Ed Talks (external speakers) https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA https://ldeutc.padlet.org/KenanDrugzani/learningforlife https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://nationalonlinesafety.com https://www.saferinternet.org.uk https://www.thinkuknow.co.uk
Year 13	Spring	Relationships / Sex Education - Consent - Risky Sexual Behaviour	Alt-Ed Talks (external speakers) https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA https://ldeutc.padlet.org/KenanDrugzani/learningforlife https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://nationalonlinesafety.com https://www.saferinternet.org.uk https://www.thinkuknow.co.uk
Year 9	Summer	Relationships - LGBTQ+ - Valuing others and self	https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Summer	Science GCSE - Hormones in Human Reproduction and Contraception - Hormones and Infertility - Sexual and Asexual Reproduction - Inheritance, variation and evolution – sex determination - Theory of evolution Relationships - LGBTQ+ - Valuing others and self	See Science Curriculum Plans https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA
Year 12	Summer	Relationships - Preparation for Post 18 - LGBTQ+ - Valuing others and self - Living without harm	https://ldeutc.sharepoint.com/:f:/r/sites/LDEUTCStaff/Shared%20Documents/Curriculum%20Planning%202020%202021?csf=1&web=1&e=p4VOnA

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

TOPIC	LEARNERS SHOULD KNOW
Families	• 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	• 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	LEARNERS SHOULD KNOW
Online and media	• Their rights, responsibilities & 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	• 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)
Intimate and sexual relationships, including sexual health	• 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