



**Leicester  
Partnership  
School**

# **RSE Policy**

<b>Schedule for Development, Monitoring and Review</b>	
Approved by governors on:	18 <sup>th</sup> March 2021
Implementation monitored by:	Tom Liney
Review arrangements:	Annually All policies will be reviewed if there are any significant developments or changes to legislation
Reviewed:	March 2022
The next review of this policy:	<b>March 2023</b>

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## **1. Background:**

This policy was developed in response to Sex and Relationship Education Guidance DfES 2000, the National Teenage Pregnancy Strategy, National Healthy Schools Programme and PSHE & Citizenship Framework

## **2. The Consultation Process Has Involved:**

- Consultation with wider school community e.g. school nurse.
- Consultation with school governors

## **3. What Is Relationship & Sex Education?**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **4. Principles and Values**

In addition, Leicester Partnership School (LPS) believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people
- Encourage every student to contribute to make our community
- Support each individual as they grow and learn.
- Be set within this wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept, not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents and students, consulting them about the content of programmes.

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Date: March 2022

- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

**Relationship and Sex Education in this school has six main elements:**

- Families
- Respectful relationships including friendships
- Online and media
- Being Safe
- Intimate and sexual relationships
- The law

By the end of secondary school, the students should understand and know the following in relation to the six main areas. Within these areas attitudes, values, personal and social skills are fully embedded within the curriculum

**Families**

Pupils should know:

- 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 – for example, 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), how to seek help or advice, including reporting concerns about others, if needed

## **Respectful relationships, including friendships**

Pupils should know:

- The characteristics of positive and healthy friendships, in all contexts including online, such as:
- 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 (for example, 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

## **Online and media**

Pupils should know:

- 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, for example 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**

Pupils should know:

- 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**

Pupils should know:

- 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, for example 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 and menopause
- 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 and 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

## **The Law**

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

- Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:



- Marriage
- Consent, including the age of consent
- Violence against women and girls
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism and radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)
- Physical development at appropriate stages;
- Understanding human sexuality, reproduction, sexual health, emotions and relationships;
- Learning about contraception and the range of local and national sexual health advice, contraception and support services;
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- The avoidance of unplanned pregnancy.

## **5. Aims**

Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation and should be well supported within the science curriculum

The aim of sex and relationship education is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

Pupils need also to be given accurate information and helped to develop skills to enable them to understand difference and respect themselves and others and for the purpose of preventing and removing prejudice.

Secondary pupils should learn to understand human sexuality, learn the reasons for delaying sexual activity and the benefits to be gained from such delay, and learn about obtaining appropriate advice on sexual health.

Sex and relationship education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life

Effective sex and relationship education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, to build up their confidence and self-esteem and understand the reasons for delaying sexual activity. It builds up knowledge and skills, which are particularly important today because of the many different and conflicting pressures on young people

## **6. Organisation of the curriculum**

LPS specifically delivers Relationship and Sex Education through its PSHE Programme at KS3, and KS4.

**The Health Education and Relationships and Sex Education (RSE) aspects of PSHE (personal, social, health and economic) education will be compulsory in all secondary schools from September 2020**

Much of the Sex and Relationship Education at LPS takes place within PSHE lessons.

Lead Practitioners generally deliver the PSHE Curriculum with support from professionals where appropriate and work closely with their students over a period and we believe that they are usually the best people to work with the students on many of the RSE topics as they are aware of each student's individual circumstances.

RSE lessons are delivered within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included within the Science Curriculum. The PSHE Programme is taught to each Key Stage.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or

disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

## 7. Inclusion

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.

In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled.

Schools must ensure they comply with the relevant provisions of the **Equality Act 2010**, under which religion or belief are amongst the protected characteristics.

All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex. .

In all schools, teaching should reflect the law (**including the Equality Act 2010**) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make

### **Students with Special Needs**

We will ensure that all young people receive sex and relationship education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

## **Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that sex and relationship education is relevant to them.

### **8. Right of Withdrawal of Students from Relationship and Sex Education**

Following discussion with the school, **parents can withdraw their child from the 'sex' elements of RSE.** It is good practice for parents to meet with the Headteacher.

**Parents do not have a right to withdraw their child from Health education, Relationships or any other aspect of PSHE education.**

**There is no right of withdrawal from National Curriculum science, which includes elements of sex education such as puberty and reproduction.**

Three terms before they turn 16, **a student can opt back in to sex education lessons** against their parents' wishes. The school has a duty to provide sex ed. during one of the remaining three terms

.Parents are welcome to review any RSE resources the school uses.

### **9. Confidentiality, Controversial and Sensitive Issues**

In order for young people to make informed decisions about RSE and seek advice responsibly and with confidence, they need support to get a clear understanding of confidentiality and its limitations.

Part of ensuring confidentiality is providing a safe, confidential and private space for interaction with young people accessing LPS centres.

When implementing this policy the LPS adopts the following confidentiality guidelines and assurances:-

- That anything a young person says will be treated with respect
- That staff will not discuss a young person's details outside of the centre without their knowledge
- That their confidential information will only be disclosed in exceptional circumstances, and this would usually be discussed with the young person beforehand

## **10. Child protection – Safeguarding Young People**

This policy should be read in conjunction with the following policy

- Child Protection and Safeguarding

## **11. Monitoring and Evaluation of Relationship and Sex Education**

The LPS's Management Committee is responsible for overseeing, reviewing and organising the revision of this Relationship and Sex Education Policy

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on support and staff development, training and delivery.