



Lakelands
Academy

Relationship and Sex Education Policy

Next Review Summer 2025

Approved: 19.12.2023
Review Period 2 yrs
Policy Responsibility HT
Policy Approval T&L

Introduction

Lakelands Academy's policy is based on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

In referring to RSE, (Relationship and Sex Education) we place the emphasis upon relationships, supporting pupils' understanding and skills so that they can develop positive and healthy relationships. This is a lifelong learning process; it is about physical, moral and emotional development, it is about understanding the importance of marriage, stable and loving relationships, respect, love and care. It involves teaching about sex, sexuality and sexual health. It is **not** about the promotion of sexual identity or sexual activity.

RSE at Lakelands Academy is part of the personal, social and health education curriculum (PSHEE.) It is our belief that RSE is the responsibility of all staff and should be an integral part of teaching and learning processes. Education for personal growth and self-esteem, including sex and health education, complements and overlaps with the personal, social and emotional development of the child and the general life of the academy.

Definition

Ofsted (2002) stated that "a caring and developmental SRE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs."

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

This policy has been reviewed and updated in consultation with parents, pupils, teaching and support staff, the pastoral team and with advice from Shropshire' Public Health Curriculum Advisor.

It has been approved by Governors and is available on the school website and is referenced in the school prospectus It will be reviewed every two years.

Whole School approach

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

It is our belief that RSE is the responsibility of all staff and is integral to teaching a board and balanced curriculum, educating the whole child and is the taught component of 'Keeping Children Safe in Education'.

Pupils should have access to the learning they need to stay safe, healthy and so that they understand their rights as individuals. Clear, impartial scientific information is provided on matters such as the changes of puberty, contraception, abortion and assisted conception, as well as covering the law in relation to; for example, forced-marriage, female genital mutilation (FGM), consent and the use of social media.

The use of offensive and sexualised language (swearing and slang terms, including homophobic language) and behaviour will be addressed with pupils and as appropriate, parents/carers will be involved in accordance with our behaviour policy

It is recognised that questions, issues and situations related to relationships, identity, risk, values and morals arise all the time as part of every day school life and in a variety of lessons.

Pupils are encouraged to ask questions and seek advice and support from reliable and confidential sources of support, including parents, family members, the school pastoral team and the school counsellor and Art therapist. The pastoral team can help identify and access external services to support pupils

Pupils' questions will be responded to by staff (teaching and non-teaching) as they arise in a straightforward manner. Information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the pupil.

This policy is cross-referenced and consistent with other policies such as Safeguarding Child Protection, Bullying, Equality, SMSC, Positive Mental Health (available to view on the academy website).

Equal Opportunities

At Lakelands, equality of opportunity is valued highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

As part of our whole school approach the RSE programme fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are

respectful of how pupils choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging and fluid.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not, appropriate in a relationship, can lead to a disclosure of a child protection issue.

Safeguarding procedures as specified by Keeping Children Safe in Education are followed. All disclosures, whatever their origin, will be taken seriously. The procedures adopted for dealing with disclosures from children and young people, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality will not prevent action if the child is 'at risk'. The academy's child protection and safeguarding protocols will always be followed.

Moral and Values Framework

The Relationship and Sex Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

The RSE Policy complements the Religious Education Policy and the Personal, Social and Health Education Policy.

The social, ethnic and religious mix of the School

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

SEND

It is recognised that SEND pupils may require additional support with topics in the RSE curriculum and that they can be at increased risk of exploitation. Individual support will be given to SEND students where appropriate, and bespoke materials may be used to support their learning.

Organisation

The main delivery of RSE is through PSHE, but some aspects will, in addition be addressed through other subject areas such as Science, PE and R.E.

Lakelands Academy uses evidence-based resources as recommended by the PSHE association, to ensure that all aspects of the RSE curriculum are age appropriate and adapted to meet the needs of our students.

RSE is delivered within PSHE, which has a one hour lesson each fortnight. Additional Extended sessions are available once a term. The timetabled lessons are delivered by members of staff who know the pupils. Teaching assistants and members of the pastoral team support delivery and provide additional support for pupils as required. From time to time the programme is enhanced and supported by outside speakers and agencies. We adhere to Shropshire guidance regarding speakers' visits (available on the Learning Gateway.)

Our PSHE lead supports the team as required and training is provided where appropriate.

Guidance is provided on responding to pupils' questions in and out of the classroom, and establishing ground rules.

Monitoring and assessment

The RSE programme includes baseline assessment and a tracking tool. This enables each pupil's knowledge, confidence and ability to access help and support, to be identified and measured **before** and **after** the programme is delivered. The data can be used to track individual pupil progress and can be analysed by gender and cohort. (Appendix 2.)

In addition, liaison with the pastoral team provides contextual information to inform the programme in a flexible and responsive way.

Content

The RSE programme is age appropriate. The issues and concerns facing pupils change so the programme needs to be flexible and responsive. Advice and updates are provided on a regular basis by Shropshire's Public Health Curriculum Advisor relating to local contextual safeguarding issues, national trends and data. Good practice recommendations are followed and additional resources are used from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP.

The ~~Shropshire Respect Yourself~~ RSE programme is carefully sequenced to be age appropriate and enable pupils to understand and respect themselves and their bodies as part of a healthy lifestyle. There are age appropriate lessons and resources for each year group and key stage (Appendix 2.) The RSE element of the curriculum is taught within the context of health and wellbeing and the emotional and mental health curriculum. The RSE programme has three components

- Knowledge and information
- Skills and self esteem
- Attitudes and values clarification

The materials for each year include pupil consultation, baseline assessment and 'review and reflect' exercises to enable the programme to respond flexibly to pupils' priorities, needs and concerns. These mechanisms enable student voice to inform and influence the programme on an ongoing basis.

In key stage 3 pupils learn how good relationships can promote mental wellbeing, how to manage their feelings positively and how to manage changing relationships. They learn the law relating to sexual behaviour, online behaviour and how to develop skills of assertiveness and decision-making, in the context of peer influence and stereotyping. They consider the key factors of healthy relationships as well as abusive, coercive and exploitative behaviour.

In key stage 4 pupils learn to recognise the influences and pressures around sexual behaviour and relationships. They learn the law and facts related to sexually transmitted infections, contraception, consent and alcohol and drug use. They consider pregnancy choices, and the rights and responsibilities involved in parenting.

Aims

- To ensure that RSE at Lakelands is part of the personal, social and health education curriculum, integrated within the wider academy curriculum, and complementing the general ethos and life of the academy
- To provide a planned, age appropriate scheme of work in accordance with the DfE requirements from 2020.
- To provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules.
- To reassure pupils of their value and self-worth including aspects of dignity, self-respect and self-restraint, and help them to have a responsible attitude towards personal relationships including mutual respect and care.
- To develop sensitivity towards the needs of others, provide knowledge of loving relationships and the human reproductive process.
- To encourage exploration of values and moral issues considering physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.
- To offer a planned and appropriate scheme of work, devised to meet the Key stage 4 learning outcomes as specified by the DfE under the headings; families, respectful relationships, including friendships, online and media, being safe and intimate and sexual relationships including sexual health (Appendix 1)

Home/School Partnership

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the curriculum and the ethos of the academy complements and enhances home teaching and values, giving due regard to the value of family life, and loving and stable relationships.

Young people are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of the academy's role is to ensure that pupils develop the skills to understand and interpret the information they receive.

Parents are provided with opportunities to discuss the school's policy and practice. Parents are encouraged to discuss and ask questions.

Where requested, the scheme of work, DVDs and accompanying resources are available to parents/cares. Additional resources are available to pupils in the library and Health and Wellbeing Centre.

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the right asserted in the 1996 Education Act, that parents have the right to withdraw their child from part, or all, of the sex education programme that does not form part of the national science or health education curriculum. There is no parental right of withdrawal from the science, relationship or health education curriculum, which includes understanding the adolescent body. Parental withdrawal rights apply up to three terms before a pupil is sixteen, at this point the pupil can decide for themselves.

If a parent wishes to discuss withdrawal, they should discuss this with the PSHE or Pastoral lead. We would encourage parents to discuss any concerns at the earliest opportunity. The PSHE or Pastoral lead will discuss the implications and likely consequences of withdrawal for the pupil and will help parents identify and discuss the impact and implications of withdraw for their child, including the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was said directly by the teacher.

Parents should make it clear which aspect of the programme they do not wish their child to participate in. This will be documented, and they may be asked to put their

request in writing. Resources and information regarding further support and help will be made available.

Role of Head teacher

It is the responsibility of the head to ensure that:

- Policy and practice are developed in accordance with good practice guidelines and statutory requirements
- The policy is reviewed and monitored and approved by governors
- Staff and parents are informed about the policy
- Staff receive appropriate training and support

Complaint procedure

Any parents with concerns about this policy should discuss this directly with the head teacher. In the unlikely event that the concern cannot be dealt with, the Governors can be contacted via the academy complaints procedure.

Monitoring and review

The Teaching and Learning Committee of the governing body monitors the RSE policy. This committee reports its findings and recommendations to the full governing body, as necessary.

The Teaching and Learning Committee gives serious consideration to any comments from parents about the Relationship and Sex Education programme and keeps a record of all such comments.

Governors require the Headteacher to provide – on request - a written record, giving details of the content and delivery of the Relationship and Sex Education programme taught at Lakelands Academy.

This policy was developed in consultation with, and with input from parents, pupils and staff. It will be reviewed, updated and approved by the governing body every two years.

Appendix 1 DfE Learning outcomes KS4

Appendix 1

DfE KS 4 Learning Outcomes

RSE & relevant Health Education

Key Stage 4 - By the end of secondary school:

Families	<p>Pupils should know</p> <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 protection not available to couples who are cohabiting or who have married in an unregistered religious ceremony• why marriage is an important relationship choice for many couples and why it must be freely entered• 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 characteristics of successful parenting <p>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</p>
Respectful relationships, including friendships	<p>Pupils should know –</p>

	<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 <ul style="list-style-type: none"> ○ 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
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<p>Online and media</p>	<p>Pupils should know –</p> <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
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	<p>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 partner</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <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)
Intimate and sexual relationships including sexual health	<p>Pupils should know</p> <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

	<p>importance of and facts about testing</p> <ul style="list-style-type: none">• 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
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