



Lunesdale Learning Trust Relationships and Sex Education Policy

Approved by: The Trust Board **Date:** 20 September 2021

Last reviewed on: 20 September 2021 **By :** Rebecca Chapman

Next review due by: 20 September 2022

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1. Aims

The aims of relationships and sex education (RSE) in our schools are to:

- Provide a framework in which sensitive discussions can take place
- Support pupils through 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
- Equip pupils to make safe, informed and healthy choices as they progress through adult life
- Ensure pupils can identify risk and harm, both to themselves and others. Pupils should be confident in their rights and know how to access support.
- Ensure pupils know and understand the law (including the Equality Act 2010) as it applies to relationships, consent, health, wellbeing and their rights and responsibilities as citizens.

QES and QESstudio are Values-led schools, with our ten Core Values at the heart of all we do. These Values underpin and inform the life and work of our Schools. We are committed to a broad education in the deepest sense, with a strong emphasis on personal development and preparing our young people to be active, responsible and caring members of the local, national and international communities in which they will live and work as adults.

2. Statutory requirements

As secondary academy schools 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 QES and QESstudio we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff and pupils. The LLT is committed to a transparent curriculum; parents are regularly updated with curriculum overviews, information on upcoming lessons, lesson materials are available via TEAMS and the school library provides a further information service. Parents will be sent the policy and any updates and invited to submit comments or questions, which will then inform policy and curriculum review and discussion.

The policy development process has involved the following steps:

1. Review – the Deputy Headteacher and the Personal Development Curriculum Co-ordinator have pulled together all relevant information including national and local guidance and attended training.
2. The Curriculum has been written by the Personal Development Curriculum Co-ordinator who has worked closely with key members of the PD Team, Heads of Year and Form Tutors and the Biology department.
3. Staff – all school staff were given the opportunity to look at the policy and make recommendations.
4. Parent/carers – parents have been invited to look at the policy and curriculum overviews and submit any questions or comments. Lesson resources have been available for parents/carers to review via Teams since January 2020.
5. Pupils: PD and most of RSE is delivered to pupils by their form tutors, who know them well. This fosters an open dialogue about the curriculum and the issues and questions it raises. Pupils are encouraged to ask questions and often do. What pupils wish to see from the RSE curriculum in school will form part of the Student Voice consultation process.

4. Definition

The aim of RSE is to give young people the information they need to help them develop safe, healthy, nurturing relationships of all kinds, not just intimate relationships.

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 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 pupils are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is taught within our PD (personal development) curriculum. Pupils have timetabled PD lessons from Year 7 through to Year 11 and regular form time discussion and input. PD lessons are taught in form groups by the form tutor or member of pastoral team. Some assemblies will also focus on specific aspects of the RSE curriculum. Pupils may receive stand-alone sex education sessions delivered by a trained health professional and there may be one-off events or lessons facilitated by LLT staff or visiting professionals.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in the Key Stage 4 Religion, Philosophy and Ethics Curriculum (RPE).

RSE focuses on giving young people the information they need to help them develop safe, 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 children 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 children may have a different structure of support around them (for example: looked after children or young carers). We celebrate diversity of relationships and identities.

7. Roles and responsibilities

7.1 The governing body

Trustees will approve the RSE policy and hold the Executive Headteacher to account for its implementation.

7.2 The Executive Headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering RSE in an informed and sensitive way
- Ensuring accuracy of representation and delivering content from a non-partisan standpoint
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils, including pupils with SEND
- Identifying any safeguarding concerns and reporting these to the DSL immediately
- Responding appropriately to pupils 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 Deputy Headteacher. Training and support will be given to all staff who are teachers of RSE.

The Deputy Headteacher (Rebecca Chapman) has overall responsibility for RSE across the LLT.

The Head of RPE and Personal Development Curriculum Coordinator (Mary Montgomery) has responsibility for the RSE curriculum development, planning and sequencing.

There is a team of key pastoral staff, including Designated Safeguarding Leads, Assistant Headteachers and Heads of Year who contribute to the planning, development and management of resources.

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 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 3 of this policy and addressed to the Deputy Headteacher, Rebecca Chapman.

A copy of withdrawal requests will be placed in the pupil's educational record. The Deputy Headteacher will discuss the request with parents to clarify the nature and purpose of the curriculum. She will ensure the benefits of receiving sex education and any detrimental effects that withdrawal may have on the child are understood. The Deputy Headteacher will then take appropriate action. This may include talking to the child to ensure their wishes are understood.

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

9. Training

Staff are regularly trained on the delivery of RSE and it is included in our continuing professional development calendar. Staff are kept up-to-date and the links between RSE and Safeguarding are explicit.

The Deputy Headteacher and / or PD Curriculum Coordinator may 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 Rebecca Chapman, Deputy Headteacher through:

- Regular discussion and evaluation with Mary Montgomery, PD Coordinator
- Planning discussions

- Reviews of resources
- Lesson visits
- Pupil feedback and learning reviews
- Class teacher termly progress data
- Class teacher feedback

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

This policy will be reviewed by Rebecca Chapman, Deputy Headteacher annually. At every review, the policy will be approved by the Executive Headteacher and Trustees.

Appendix 1: Curriculum map

Relationships and Sex Education curriculum map:

<https://ges.org.uk/personal-development/>

Appendix 2: Statutory RSE Guidance

Please click here for the most recent Department For Education Statutory Guidance and implementation documents.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

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 relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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