



St Laurence School Academy Trust



**Relationships & Sex Education, statutory policy
Update for website publication for September 2023**

Review date Sept 2023	Governor committee C&E	SLT link Asst HT L Barber
Review of policy 2 yearly		

1. Introduction

St Laurence is committed to educating students in relationships and sex in accordance with statutory DFE guidance and the PSHE Association. This will be conducted sensitively, informed by the belief that people are a treasure as a gift from God and, as a result, we value all students equally, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation. We are committed to embedding a school culture that is fully inclusive, encouraging respect for difference and diversity and ensuring that all students learn in a supportive, caring and safe environment within the Christian values that underpin our ethos as a Church of England School. At St Laurence, Relationship, Sex and Education* is rooted in Christian values and reflects the diverse and inclusive nature of our school and Diocese. Relationship and Sex Education (RSE) is part of a lifelong learning about physical, moral and emotional development. At St Laurence School, RSE is centred on personal safety, caring for others and building strong family relationships. This is coupled with teaching students about sexual health (including safe sex), and sexuality.

Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. RSE at St Laurence is intended to help students learn about relationships, emotions, sexuality and sexual health. We aim to present relevant facts in an objective and balanced manner. RSE at St Laurence will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

2. Purpose

To enable a clear strategy in the delivery of Relationship and Sex Education by ensuring that all members of the school community understand our moral responsibility to ensure we afford all students the equal opportunity to achieve their personal best educational outcomes and support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

The DFE states the rationale of an RSE programme is:

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‘To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.’

The 2018 SIAMS schedule for inspection also states in the section on ‘Dignity and Respect’ that from 2019, schools should offer “appropriate and coherent relationships and sex education that reflects the school’s Christian vision and supports students to form healthy relationships” (SIAMS 2018). The Relationships part of the PSHE curriculum clearly puts the health of all relationships as the most important factor, particularly the relationships with, and respect for, yourself.

3. Aims

“For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within the context of a Christian vision for the purpose of life.” Church of England Education Office Response to Call for Evidence on RSE Curriculum

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

4. Statutory requirements

As a secondary academy school we must provide RSE to all students 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 St Laurence School we teach RSE as set out in this policy.

5. Policy development

This policy has been developed in consultation with staff, students and parents.

The RSE policy and curriculum has been produced in line with statutory guidance from the Department for Education, with input from our expert staff and in consultation with parents. We are clear that parents and carers are the prime educators for children on many of these matters. At St Laurence we aim to work in collaboration with parents and carers, building on what students learn at home. This policy and the RSE curriculum reflect our School’s context and diverse nature as well as recognising that the role of educating every student is a partnership between home and school.

The consultation and policy development process involved the following steps:

1. Review: a member of staff or working group collated 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

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3. Parent/stakeholder consultation: parents and any interested parties were invited to consult about the policy
4. Pupil consultation: we investigated what exactly students want from their RSE
5. Ratification: once amendments were made, the policy was shared with governors and ratified

6. Definition

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. (Sex Education Foundation <https://www.sexeducationforum.org.uk/>)

The Sex Education Forum believes that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. RSE is not about the promotion of sexual activity or individual lifestyle preferences.

Curriculum

The curriculum is required to:

Promote the spiritual, cultural, mental and physical development of students at the school and society.

Prepare such students for the opportunities, responsibilities and experiences of adult life. Education Reform Act – 1988

Under the Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society, and - prepares students at the school for the opportunities, responsibilities and experiences of later life

All maintained secondary schools must provide relationship and sex education (including education about sexually transmitted disease such as HIV and AIDS and child protection issues such as FGM and child sexual exploitation) and must teach human growth and reproduction as set out in the national curriculum. This is a statutory requirement.

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, students and staff, taking into account the age, needs and feelings of students. If students 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.

7. Delivery of RSE

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

We aim to always deliver content sensitively and inclusively, with respect to the backgrounds and beliefs of students and parents while always with the aim of providing students with the knowledge they need of the law and the legal implications of their actions. In an objective and balanced manner, the delivery of RSE will enable all of our students' to comprehend the range of social attitudes

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and behaviour in modern Britain. This will empower them to consider their own attitudes and actions and make informed, reasoned and responsible decisions while they are at school, at home and in adult life.

Delivery of any RSE content will only be covered with their class teacher via an in person lesson. We will not set RSE content work for cover teachers, ClassCharts work or online Teams lessons. For these lessons we will build upon citizenship and mindfulness activities.

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

7.1 Resources

RSE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages

7.2 Language

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive.

Staff will use their judgement in discussion depending on understanding and maturity level of learners.

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).

8. Roles and responsibilities

8.1 The governing board

The Community and Ethos governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

The named Governor for RSE is ? L Ash (LFET foundation governor)

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8.2 The Headteacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students 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 Headteacher.

Teaching staff for 2022/23

Miss Charlotte Bryer Head of PSHE-Responsible for all PSHE and RSHE

Mrs Rebecca Overfield- Deputy Headteacher / DSL

Mrs Karen Rhodes-Director of learning for Key stage 3-PSHE / Dance Teacher

Ms Charlotte Kendall- Head of House and PSHE / RE Teacher

Miss Julie Rose-PSHE /PE Teacher

Mr Niall Abrahams- PSHE / History Teacher

Mr Jason Carter- Head of PE and PSHE /PE Teacher

Nathan Burrows- PSHE/PE Teacher

Aaron Walker- PSHE/PE Teacher

9.4 Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. 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 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 students who are withdrawn from sex education.

There is no right to withdraw a child from relationships education in primary or secondary schools

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10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar for PSHE.

The Head of PSHE 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.

11. Monitoring arrangements

The delivery of RSE is monitored by the Head of PSHE, regularly monitoring and evaluating the PSHE programme to ensure impact.

Monitoring takes place through a variety of methods, including learning walks, department meetings, work sampling, drop-ins and check-ins, scrutiny of lesson plans, and student feedback and student voice. The views of the students and teachers who deliver the programme, will be used to make changes and improvements to the programme on an ongoing basis.

PSHE staff also receive the same teaching and learning monitoring and support as other subjects.

This policy will be reviewed on an annual basis. At every review, the policy will be approved by the Community and Ethos governing committee and the Headteacher.

Appendix 1

Year group: 7	1	2	3	4	5	6	7	8
Term 1	Welcome to PSHE- What is it?	Transition to secondary school	How to keep and make friends	Managing conflict	Emotions- what are they and how can I cope with them?	Resilience- Growth mindset	Diversity and British values	
Term 2	Understanding neurodiversity	Developing Reflection- what it is and how can we reflect to help us?	Student Reflective speech	Student reflective speech	Developing Teamwork	Developing leadership	Developing ideas- creativity- Christmas	Developing ideas- creativity- Christmas

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Term 3	Bullying	Bullying-Wonder film	Bullying-Wonder film	Online safety	Online behaviours	Social media and online identity		
Term 4	Mental Health	Mental Health	Careers-skills	Careers-understanding jobs	Drugs-smoking and vaping	Drugs		
Term 5	My identity	Relationships	Consent	FGM	Abuse	Families		
Term 6	Puberty-Physical and emotional changes	Puberty-Physical and emotional changes	Money	First Aid	First Aid	Monarchy and Parliament	Parliament and Government	

Year group: 8	1	2	3	4	5	6	7	8
Term 1	PSHE-The value	My values	Developing learning skills	Behaviours - being a positive bystander	Being safe-online identity/footprint	Online behaviours	How to identify risks online	
Term 2	Knife Crime-Billy's wish	Hate speech/crime- what is it?	Gangs	Gangs	Grooming-different forms	Drugs	Drugs	Creative mindfulness
Term 3	Careers	Careers	Careers	Careers	Healthy lifestyles	Sexism- let's talk about sexism-BBC Newsround		
Term 4	Relationships- healthy and positive	Why do people have relationships?	Marriage	Types of abuse	Talking relationships	Contraception		

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Term 5	Healthy Lifestyles	Money	Money	Gender stereotyping- slurs- homophobic language- Ceop	Discrimination	Racism		
Term 6	Political systems	If I were prime minister	Political parties and the operation of Parliament	Voting and elections	Nature of laws and rules- creating laws	First Aid	First Aid	

Year group: 9	1	2	3	4	5	6	7	8
Term 1	PSHE-The importance of personal development	Learning-listening/understanding and communication	Developing learning skills-helping students thrive	Drugs	Drugs	Drugs	Vaping	
Term 2	Knife Crime-booklet	CEOP- gangs and county lines	Gangs and county lines- Alfie's story	Exploitation	Hate crime- Disability/LGBTQ/ Racist and religious	Hate crime- Disability/LGBTQ/ Racist and religious	Role of the police	
Term 3	Careers	Careers	Careers	Careers	Mental health-a discussion on positive mental health- what does it take to have positive and good mental health?	Mental Health		

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Term 4	Revision- How do we make revision tools and revise?	Digital resilience	Social media	Social media- Ollies story	Mindfulness activities	Sexism and harassment		
Term 5	Principles of a healthy relationship	Rights in relationships	Consent	Consent	Domestic Abuse	Coercion- control resource		
Term 6	Managing the end of a relationship	Becoming a trans man- BBC	Revision - Year 9 exam week	Contraception and LGBT safe sex	Contraception- Condom	Pornography and the law	Discussion on the year and questions students might still want answered	

Year group: 10	1	2	3	4	5	6	7	8
Term 1	PSHE @KS4- Transition to next steps	Learning to learn-	Mental health- exam prep and how to manage stress	How to create revision resources	Mental health	Mental health- diaries of a broken mind	Mental health- diaries of a broken mind	
Term 2	Careers	Careers	Careers	County lines- saving the kids, BBC- knowledge lesson	County lines film- discussions on the stages and overall impact on a person and their family	County lines film- discussions on the stages and overall impact on a person and their family	County lines film- discussions on the stages and overall impact on a person and their family	

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Term 3	Hate crime- Murdered for being different	Hate crime- Murdered for being different	Financial exploitation	Exploitation- Hidden girls, BBC	Stalking- information and scenario's	Stalking- Stacey Dooley, BBC- impact		
Term 4	Sexism and misogyny- How does this affect people? What are the behaviours?	Mental health- suicide/loss	Mental health- Roman Kemp, BBC	Mental health- Roman Kemp, BBC	Consent	Consent		
Term 5	Vaping/smoking	Year 10 exams- Revision	Year 10 exams- Revision	Abuse	Abuse- abused by my girlfriend, BBC	Abuse- abused by my girlfriend, BBC		
Term 6	WEX Prep	WEX WEEK- Students not in school	WEX Review	STI's	Drugs	Gambling and addiction	Parliament, democracy, and other systems	

Year group: 11	1	2	3	4	5	6	7	8
Term 1	PSHE- mindfulness reminders	Learning to learn- Are you exam ready?	Mental health- managing stress	Let's talk drugs	Careers	Careers	Careers	Careers
Term 2	Abuse- It's criminal	Revision- Year 11 mocks week	Revision- year 11 mocks week	Violence in relationships- Murdered by my boyfriend	Violence in relationships- Murdered by my boyfriend	Consent	Exploitation- Hidden girls This year only	Rape culture/Positive bystander
Term 3	Is this coercive control?	Is this coercive control?	Cancer information - examination	Sexual harassment- Information	Sexual harassment- The Bar	Sexual harassment- The Bar		

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Term 4	Transgender- Lily's story- This year only	Becoming and trans man- This year only	Family conflict	Online safety	Social media and self esteem	Knife crime- teenage knife wars, BBC		
Term 5	Mental health reminders- Dr Chris and Dr Xand investigate	Extremism and Radicalisation- safe4me and digisafe- PSAEA	Understanding and preventing extremism	How are people drawn into extremist groups?	Money	Money		
Term 6								

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