



Relationships and Sex Education (RSE) Policy

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1. Aims

The aims of relationships and sex education (RSE) at Longridge School are to:

- Present information in a sensitive and balanced way and offers opportunity for discussion in a safe environment
- Provide relationships and sex education appropriate to our learners' physical, emotional and social development
- Promote and develop self esteem
- Encourage the development of appropriate behaviour in their family and community
- Teach and support our learners how to make informed choices and decisions
- Enable learners to protect themselves.

2. Statutory Requirements

As per section 34 of the Children and Social work act 2017 and with regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996., Longridge must provide relationships education to our primary age learners and relationships and sex education to secondary age learners. As an SEN provision, learning outcomes are adapted appropriately in cases where statutory content may not be accessible for our learners.

3. Definitions

RSE is not about the promotion of sexual activity. 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.

Longridge school does not tolerate any form of sexual harassment or sexual abuse either in school or online. We ensure children know and understand what sexual harassment is, what sexual abuse looks like, and what to do if they suffer any form of it. We directly teach this through our PSHE/RSE lessons (see our PSHE/RSE Curriculum).

The definitions used by the Department for Education (DfE) are as follows:

Peer-on-peer sexual abuse: this term includes sexual violence, sexual harassment, upskirting and non-consensual sharing of inappropriate sexual images or videos (also known as 'sexting' or 'youth-produced sexual imagery').

Sexual harassment: unwanted conduct of a sexual nature that can occur online and offline, which includes the following:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
- Sexual "jokes" or taunting
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature

- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This may include the following:
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including on social media
 - Sexual exploitation, coercion and threats.
- Sexual violence: the sexual offences of rape, assault by penetration and sexual assault.
- Harmful sexual behaviour: an umbrella term for problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage.

4. Curriculum and delivery of RSE

RSE forms part of our wider PSHE curriculum and is supplemented by Science and other subjects from the taught curriculum. Topics covered include:

- physical, moral and emotional development
- respect, love and care
- the benefits of making and maintaining stable relationships.
- Managing strong feelings
- Developing healthy relationships
- Aspects of sex, sexuality and sexual health.
- How to access support for further information, or to discuss any worries or concerns

Relationships education focuses on teaching the fundamental building blocks and characteristic of positive friendships and relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Safety

Sex education is taught as a discrete subject. Parents/carers will be informed when these lessons are taking place. Parents/carers have a right to withdraw learners from sex education but not from the RSE curriculum (see section 6.)

RSE is 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 learners may have a different structure of support around them (for example: looked after children or young carers).

5. Roles and Responsibilities

5.1 The Executive Board

The Executive Board will approve the RSE policy, and hold the head teacher to account for its implementation.

5.2 The Head teacher

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw learners from the discrete sex education lessons (see section 6).

5.3 Education Staff

Educational 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/carers wish them to be withdrawn from the discrete sex education lessons.

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 Head teacher.

5.4 Learners

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

6. Parents

The school is committed to working in close partnership with parents and carers who are the key people in teaching their children about sex and relationships. Some of our learners may have experienced adverse childhood experiences and as such some elements of relationships and sex education may trigger painful/difficult memories or feelings. Education staff will always take this into account when teaching RSE components and do so in a sensitive way. For other learners at the school, parents/carers may not feel that they are not developmentally ready to cover statutory elements of sex education. Parents/carers are invited to attend consultation meetings on an individual basis to discuss their children's needs. Meetings can also be arranged where parents/carers can view teaching resources.

A parent or carer who is concerned about any element of this policy, or is unhappy about their child's participation, should discuss their feelings with the Head teacher.

Parents have the right to withdraw their children from all or part of those aspects of the sex education programme.

Parents are NOT permitted to withdraw their child from those elements of sex education which form part of the statutory Science National Curriculum e.g. reproduction.

Parents do not have the right to withdraw their child from the relationships curriculum.

Requests for withdrawal should be put in writing to the Head teacher, who will make alternative arrangements for individual learners, but it is hoped that this will not be necessary.

7. Training

Staff are trained on the delivery of RSE as part of their induction and through regular training within the school calendar. The school's PSHE lead will monitor RSE teaching and learning updates and keep

staff fully informed and offer training as part of our ongoing CPD to ensure a high level of expertise for all staff delivering the RSE programme in the school.

The Head teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff.

9. Monitoring arrangements

The delivery of RSE is monitored by senior leaders through planning scrutiny, learning walks, book looks and pupil progress meetings.

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

This policy will be kept under regular review by the school's PSHE lead and the Head teacher at least annually.

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| Updated by | Head Teacher |