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THE LATYMER SCHOOL

Founded 1624

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY STATUTORY

Policy adopted	Governors Meeting March 2023
Policy Created by	Simon Pashley, Assistant Headteacher for Care, Guidance and Support
Review policy	To be reviewed February 2024

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1. Aims

The Latymer School is committed to providing a first class, liberal education where pupils achieve their full potential and show consideration for others; relationships and sex education (RSE) is an integral part of this.

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for 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
- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- Understand the consequences of their actions and behave responsibly within sexual and pastoral relationships.
- Avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex.
- be aware of sources of help and acquire the skills and confidence to access confidential health advice, support and treatment if necessary

2. Statutory requirements

As a maintained secondary school we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

3. Policy development

This policy has been developed in consultation with staff, pupils and parent/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff researched and compiled 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
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to complete a survey about RSE provision.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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 and programme of study 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/carers, 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 they are fully informed and don't seek answers online.

6. Delivery of RSE

The Latymer School specifically delivers relationships and sex education through its PSHE Programme, form time, RE and Science lessons at KS3, and KS4. Much of the Sex and Relationship Education at The Latymer School takes place within PSHE lessons. Form Tutors generally deliver the PSHE Curriculum with support from professionals where appropriate. Form tutors work closely with their tutees over a number of years 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 set 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. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.

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. More expert or specialist teachers/ outside agencies will support tutors who are uncomfortable with

teaching certain aspects of the curriculum. Support is offered with the year team or from the PSHE co-ordinator who will help with planning or delivery lessons if required. For more sensitive areas/subjects, outside charities and organisations will be used. Outside Speakers will be engaged to help deliver Sex and Relationships Education. Each speaker will be given a copy of the school's policy and expected to comply with its statements. All speakers will discuss with the Co-ordinator of PSHE or the Pastoral Deputy the degree of explicitness of content and presentation. A member of Staff remains responsible for the students and will intervene if the content or the presentation is unacceptable. Informal assessment is carried out within modules and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes.

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

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, LGBTQIA+ parents/carers, 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy and hold the Assistant Headteacher (Care, Guidance and Support) and the Headteacher to account for its implementation.

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers 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.

The Assistant Headteacher (Care, Guidance and Support) and the PSHE Coordinator are responsible for coordinating and leading the teaching of RSE in The Latymer School.

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/carers right to withdraw

Parents/carers 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.

Parent/carers are given the option 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 when they submit their contact details and other relevant information prior to joining the school. Parents/carers can notify the school of their wish for withdrawal at any stage by putting this in writing to their child's Heads of Learning.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

9. Training

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

The headteacher will 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 the PSHE Coordinator.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This is overseen by the PSHE Coordinator.

This policy will be reviewed by the PSHE Coordinator and the Assistant Headteacher (Care, Guidance and Support) annually. At every review, the policy will be approved by the governing board.

Appendix 1: RSE Curriculum map and Programme of Study

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 7	Autumn	<ul style="list-style-type: none"> ➤ What is Personal Development Curriculum (PDC) ➤ Managing transition ➤ Safety and bullying
Year 7	Spring	<ul style="list-style-type: none"> ➤ Introduction to citizenship and human rights ➤ Mental health and self esteem
Year 7	Summer	<ul style="list-style-type: none"> ➤ Diversity and respect.
Year 8	Autumn	<ul style="list-style-type: none"> ➤ Healthy living
	Spring	<ul style="list-style-type: none"> ➤ Internet citizens (media)
	Summer	<ul style="list-style-type: none"> ➤ Stress and self esteem
Year 9	Part 1	<ul style="list-style-type: none"> ➤ Respect and relationships
Year 9	Part 2	<ul style="list-style-type: none"> ➤ RSE

Personal Development Curriculum (PDC):

Year 7 Programme of Study:

1. What is PDC and helping with transition

- What is PDC ?
- Managing Transition
- Transition from Primary to Secondary
- Transition and Emotional Wellbeing
- Respect and Manners

2. Safety and Bullying

- Being Safe and my journey to school
- E-safety
- Online privacy
- Cyberbullying

- Grooming
- FGM

3. Introduction to citizenship and human rights

- What is citizenship
- UN and human rights
- Active citizens

4. Mental Health and Self Esteem

- EQ v IQ
- Mental health illnesses
- Positive wellbeing
- Mindfulness/ meditation
- Peer pressure and perfectionism
- Managing feelings

5. Diversity and Respect

- Diversity
- Migration and Racism
- Diverse communities
- Same sex relationships (Stonewall)
- Sexual equality

Year 8 Programme of Study:

1. Healthy Living

- Dental Health
- Balanced Diet
- Exercise
- Caffeine
- Smoking and Vaping
- The Effects of Alcohol

2. Citizenship-Body Image and the Media

- Role of the media
- Media bias
- The impact of the media on body image
- Unattainable beauty and the consequences
- Portraying a positive body image
- Media Reporting of Less Economically developed countries
- Advertising and Marketing
- Using media to help campaign for a cause

3. Stress

- What is stress, who is susceptible and what can causes it
- Individual stress plans and coping strategies
- Positive and negative responses to stress
- Personal image and stress
- Managing loss and bereavement
- Impact of separation and divorce

Year 9 Programme of Study:

1. Respect and Relationships

- My Values
- Being a positive bystander
- Rights in relationships
- Gender stereotypes
- Listening, understanding and communicating
- Principles of healthy relationships

3. Relationships and Sex Education

- Our bodies
- Sex and the media including pornography
- Starting out in romantic relationships
- Consent
- Reproductive health including STI's and contraception
- Dealing with relationship conflict and breakup's

Year 7 – 9 Form time activities and Year Assemblies:

The Personal Development Curriculum lessons are complemented by Year Assemblies and form time activities which include informed debates and discussions. The Pastoral Programme is designed to run in conjunction with the PDC Curriculum and address key, age-appropriate topics. The form time activities or Year Assemblies which are delivered are chosen from one of the following categories:

- Being me in the world
- Celebrating difference
- Healthy Me
- Dreams and Goals
- Changing me
- Relationships

Year 10 and 11:

RSE is delivered via themed assemblies (lectures) with outside speakers for students in Years 10 and 11. This is complemented by Year Assemblies, form time activities, informed debates and discussions, all of which are age appropriate and consistent with the prior learning in Years 7-9. Complimentary topics/themes are delivered via RE Lessons in Year 10 and 11.

In yr 10 students take part in a drop day where RSE content is delivered which builds upon the ideas covered in yr9 sessions

Range of RSE Themes/Topics in Years 10 and 11:

- **LGBTQIA+**
- Domestic abuse
- Recreational drugs at parties and relationships
- Pornography
- Relationship myths and expectations
- Healthy relationships
- Managing romantic relationships including break ups
- Understanding different families and learning parenting skills
- Personal values and assertive communication in relationships

Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children</p> <p>What marriage is, including their legal status e.g. 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</p> <p>Different types of partnerships and marriage including civil union/ marriage, common-law, interfaith, and domestic partnerships</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into</p> <p>The characteristics and legal status of other types of long-term relationships</p> <p>The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</p> <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>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>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)</p> <p>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</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</p> <p>That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Online and media	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>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</p> <p>Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</p> <p>What to do and where to get support to report material or manage issues online</p> <p>The impact of viewing harmful content</p> <p>That specifically sexually explicit material e.g. 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</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</p> <p>How information and data is generated, collected, shared and used online</p>
Being safe	<p>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</p> <p>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)</p>
Intimate and sexual relationships, including sexual health	<p>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</p> <p>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</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex</p> <p>The facts about the full range of contraceptive choices, efficacy and options available</p> <p>The facts around pregnancy including miscarriage</p> <p>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)</p> <p>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 importance of and facts about testing</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p>