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THE LATYMER SCHOOL

Founded 1624

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY STATUTORY

| | |
|-------------------|---|
| Policy adopted | Governors Meeting March 2024 |
| Policy Created by | Simon Pashley, Senior Assistant Headteacher for Care, Guidance and Support |
| Review policy | To be reviewed March 2025 |

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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
- Provide students with accurate, age-appropriate information on topics related to sexual health, relationships, consent, and more
- 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
- Empower students to create positive, enjoyable relationships

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 [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:

- a. Review – a member of staff researched and compiled all relevant information including relevant national and local guidance
- b. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- c. Parent/stakeholder consultation – parents/carers and any interested parties were invited to complete a survey about RSE provision.
- d. Pupil consultation – we investigated what exactly pupils want from their RSE
- e. Ratification – once amendments were made, the policy was shared with governors and ratified

This process will be repeated regularly to ensure the RSE curriculum is needs based and follows societal changes.

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 about providing factual, realistic and age-appropriate information to ensure pupils have the capacity to make informed decisions.

RSE is not about the promotion of sexual activity.

RSE and topics covered by RSE

Parents will have a right to request that their child is withdrawn from sex education, but not from Relationships Education.

Sex Education

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective Sex Education also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.

Topics should include, but are not limited to:

- Diverse, healthy intimate relationships in relation to sex and intimacy
- sexual consent and the law
- identifying and managing sexual pressure

- sexual relationships
- human fertility and reproduction
- pregnancy choices and support
- sexually transmitted infections (STIs)
- contraception and sexual health advice

Relationships education

Teachers should build on the foundation of Relationships Education (from primary school) and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

Pupils should be taught the facts and the law about sex, sexuality, and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships.

Topics should include, but are not limited to:

- Bullying
- The importance of respect
- Boundaries, privacy and consent
- Positive and healthy friendships
- Conflict, reconciliation and ending relationships
- Rights and responsibilities regarding equality
- Damaging stereotypes (including sexual orientation)
- Criminal behaviour in relationships (including sexual assault, sexual harassment and sexual violence)
- Protected characteristics and the diversity of relationships

<https://educationhub.blog.gov.uk/2023/03/10/what-do-children-and-young-people-learn-in-relationship-sex-and-health-education/>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary#:~:text=This%20is%20a%20section%20of,kinds%2C%20not%20just%20intimate%20relationships.>

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. There is flexibility where external agencies are used to respond to the needs of the pupils in each year group.

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 include both the emotional and physical aspects of development and relationships. 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 of 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.

There is **no** right to withdraw from Relationships Education or Health 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.

Personal Development Curriculum (PDC):

Year 7 Programme of Study:

1. Transition

- What is PDC ?
- Managing Transition
- Transition, emotions and reactions
- Friendships
- Respect and Manners

2. Safety and Bullying

- Travel Safety
- Online identity and safety
- Bullying and cyberbullying
- Grooming
- Safe, nutritious food choices

3. Citizenship

- Introduction to citizenship
- What is democracy?
- Rights and responsibilities
- Human Rights
- UN Convention on the rights of the child
- What makes a good citizen
- Active citizens

4. Diversity and Respect

- Prejudice and discrimination
- Stereotyping
- Diversity in the community
- Disability
- Homophobia
- Social Inequality
- Extremism

5. Health and wellbeing (including puberty and anatomy)

- Mental Health

- Self esteem
- Body Image
- Positive wellbeing
- Managing emotions
- Emotional changes at puberty
- Physical changes at puberty
- Anatomy
- FGM

Year 8 Programme of Study:

1. Healthy Living

- Personal Hygiene and Dental Health
- Healthy choices
- Exercise
- Caffeine
- Smoking and Vaping
- The Effects of Alcohol

2. Internet citizens

- Disinformation and misinformation
- Fact vs Fiction
- Biased Writing
- Stereotyping
- Speaking up, speaking out
- Send me a pic
- Feelings about send me a pic

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 – 13 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 follow the below format, however this is flexible and may be altered based on the needs of the year group.

| PDC | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|-----------------|--------------------------------|--|-------------------------------|--|------------------------------|--|----------------------------------|
| AUT 1 | Verbal Bullying and Banter | Anxiety, Depression and Unhealthy comparison | Positive uses of social media | My Study Plan | Sleep, rest, study | Building a positive online profile | Managing exam and study stress |
| AUT 2 | Social Media | Positive self-talk | Peer approval | Developing resilience | My work and choices at 16 | Keeping physically healthy while studying | Extremist behaviour |
| SPRING 1 | Friendships and peer influence | Managing Criticism | Study Skills | Misogyny | Stress and coping strategies | The Law and You | Personal safety in relationships |
| SPRING 2 | Teamwork | Financial Exploitation | Sleep and Relaxation | Faith, culture, values and relationships | Preparing for change | Alcohol misuse | Work or study, my next steps |
| SUMMER 1 | Being Unique | Misogyny | Illegal drugs and the law | Radicalisation and extremism | | Common mental health issues and strategies | |
| SUMMER 2 | Challenging stereotypes | Am I ready for a relationship? | Knife crime and gang culture | Stress, anxiety and depression | | Rape and sexual assault | |

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 year 10 students take part in a drop day where RSE content is delivered which builds upon the ideas covered in yr9 sessions. These drop-down days will support the learning of topics which develop students understanding of intimate and sexual relationships.

Examples of range of RSE Themes/Topics in Years 10 and 11:

- Contraception and sexual health
- Positive sexual relationships
- 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

Year 12 and 13:

Year 12 and 13 receive RSE content through form time activities and year assemblies and through the engagement of external speakers.

Examples of range of RSE Themes/Topics in Years 12 and 13:

- The law and you
- Impact of alcohol misuse
- Personal safety in relationships
- Safe, consenting relationships
- Contraception and sexual health
- LGBTQ+
- Pornography
- identifying and managing sexual pressure

Appendix 1: RSE Curriculum map and Programme of Study

| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|------------|---------------|---|
| Year 7 | Autumn | Module 1 – Transition Module 2 – Safety and Bullying |
| Year 7 | Spring | Module 3 – Citizenship Module 4 – Diversity and Respect |
| Year 7 | Summer | Module 5 – Health and Wellbeing (including Puberty and Anatomy) |
| Year 8 | Autumn | Module 1 - Healthy living |
| | Spring/Summer | Module 2 - Internet citizens (media) |
| Year 9 | Part 1 | Respect and relationships |
| Year 9 | Part 2 | Relationships and sex education |

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 and menopause</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> |