



# Relationship and Sex Education (RSE) Policy (Senior School)

Ref: **LP-PS-030**

Version: **7.4**

Date: 11<sup>th</sup> November 2024

Document Owner: **Emma Parsons (Deputy Head - Pastoral)**

Description: This policy outlines the School's approach to relationship and sex education in the Senior School.

## OUR SCHOOL AIMS

- ❖ *To be a safe and trusted foundation for our pupils to achieve their individual academic, social and creative potential.*
- ❖ *To cultivate the skills, knowledge, self-awareness and academic credentials our pupils will need to confidently meet the challenges of our rapidly changing world.*
- ❖ *To instil and nurture a strong sense of social responsibility, integrity and environmental awareness so our pupils positively contribute to a sustainable and just society.*
- ❖ *To guide each pupil in the discovery, delight and development of their individual gifts, talents and character.*
- ❖ *To create and sustain an inclusive and contemporary school culture, where diversity, difference and individuality are recognised and celebrated.*
- ❖ *To prioritise physical and emotional wellbeing across every facet of our school community.*

## 1.0 POLICY AIMS:

- 1.1 To clearly communicate to staff, parents, visitors, and students the manner in which relationship and sex education will be delivered at Lingfield College.
- 1.2 To have regard to DfE's statutory guidance on 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'.

## 2.0 RATIONALE AND ETHOS:

- 2.1 New guidance and regulations have applied since September 2020. The new requirements are that all secondary schools teach RSE and all primary schools teach Relationships Education and it is recommended that all primary schools have a programme of sex education.
- 2.2 This policy has been produced using guidance from the PSHE Association and in conjunction with our PSHE, Careers and Form Time Coordinator in the Senior School and the PSHE lead in the Prep School.
- 2.3 We believe that RSE is important because we want all our students to have the knowledge that they need to enable them to make informed decisions about their wellbeing, health, and relationships and to build self-efficacy. This will enable them to embrace the challenges of creating a happy and



successful adult life. We hope that students can put their knowledge into practice as they make sound decisions when facing risks, challenges, and complex contexts.

- 2.4 We think it is vital that parents and carers share equal responsibility with Lingfield College for their children's education, including RSE.

### **3.0 ROLES AND RESPONSIBILITIES**

The RSE programme is coordinated by the PSHE, Careers and Form Time Coordinator and led by the Heads of Year in close collaboration with the Deputy Head Pastoral/DSL. It will be taught by form tutors, however if any form tutor is uncomfortable delivering a particular aspect the Head of Year will provide support and the team may use a carousel approach, whereby each form tutor plans and delivers a specific lesson that they are comfortable with to every form in the Year Group.

### **4.0 AIMS**

The aims of RSE in the Senior School are:

- For students to learn about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health.
- To equip students with the information, skills, and values to have safe, fulfilling relationships and to enjoy their sexuality and to take responsibility for their health and wellbeing.
- To support the personal and social development of all students.
- To foster self-esteem, self-awareness, and a sense of moral responsibility.
- To develop the skills to avoid and resist unwanted sexual experience.
- To ensure students have the ability to accept their own and others' sexuality.
- To express their feelings in positive ways.
- To encourage respect and consideration to others
- To provide support and information for young people and their parents/families

### **5.0 OBJECTIVES**

The objectives of RSE in the Senior School are:

- To create a programme for progressive and differentiated learning which caters for students' needs and is sensitive to individuals and groups
- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices
- To be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion, or belief
- To promote a critical awareness of the different attitudes and views on sex and relationships within society and the media



- To develop a growing understanding of the risk of pregnancy, AIDS and other sexually transmitted diseases and the motivation and skills to keep themselves safe
- To ensure that students are clearly informed of how they can access confidential advice and health services within the boundaries of safeguarding
- To develop students' self-esteem and self-improvement, encouraging students to view themselves in positive terms
- To ensure that the learning environment is safe for students and adults and based on the understanding that prejudice, discrimination and bullying is harmful and unacceptable
- To play a crucial role in preventative education through our whole school approach which creates a culture of zero tolerance for sexism, misogyny/misandry, anti-LGBTQ+, and sexual violence/harassment

## 6.0 CONTENT AND DEFINITIONS

- 6.1 Relationships and Sex education (RSE) provides knowledge and encourages the acquisition of skills and attitudes which will allow students to manage their lives in a responsible and healthy way.
- 6.2 A summary of the content of the statutory RSE curriculum is as follows:
- Families
  - Respectful relationships, including friendships
  - Online & Media
  - Being safe
  - Intimate & sexual relationships, including sexual health
- 6.3 Further details can be found by following the Department for Education link in 1.2
- 6.4 PSHE follows a spiral curriculum which builds upon existing knowledge and allows for knowledge to be developed appropriately for each age group.

## 7.0 THE PSHE PROGRAMME COVERS

<b>Families</b>	<ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> </ul>	Year 7-11
	<ul style="list-style-type: none"> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> </ul>	Year 7-11
	<ul style="list-style-type: none"> <li>• 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</li> </ul>	Year 9/10
	<ul style="list-style-type: none"> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> </ul>	Year 9/10/11
	<ul style="list-style-type: none"> <li>• the characteristics and legal status of other types of long-term relationships.</li> </ul>	Year 9/10



	<ul style="list-style-type: none"> <li>the roles and responsibilities of parents with respect to the raising of children, including characteristics of successful parenting.</li> <li>how to: determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul>	<p>Year 9</p> <p>Year 7-11</p>
<b>Respectful relationships including friendships</b>	<ul style="list-style-type: none"> <li>the characteristics of positive and healthy friendships (both on and offline) 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.</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>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).</li> <li>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 tolerance and respect to others and others' beliefs, including people in positions of authority and due tolerance of other peoples' beliefs</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>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</li> </ul>	<p>Year 7-11</p> <p>Year 7/8/9/11</p> <p>Year 7/8/9/10</p> <p>Year 7-11</p> <p>Year 7/8/9/10</p> <p>Year 7/9/10/11</p> <p>Year 8/9/10/11</p> <p>Year 7/8/10</p>
<b>Online and media</b>	<ul style="list-style-type: none"> <li>their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts including online.</li> <li>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</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>what to do and where to get support to report material or manage issues online</li> <li>the impact of viewing harmful content</li> <li>that specifically sexually explicit material e.g. pornography often 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</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>how information and data is generated, collected, shared, and used online</li> </ul>	<p>Year 7-11</p> <p>Year 7-11</p> <p>Year 7-11</p> <p>Year 7-11</p> <p>Year 8/9/10</p> <p>Year 8/9/10</p> <p>Year 8/9/10/11</p> <p>Year 8/9/10/11</p>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced</li> </ul>	<p>Year 7-11</p>



	marriage, honour-based violence and FGM, and how these can affect current and future relationships. <ul style="list-style-type: none"> <li>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)</li> </ul>	Year 7-11
<b>Intimate and sexual relationships including sexual health</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Year 7-11
	<ul style="list-style-type: none"> <li>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</li> </ul>	Year 7-11
	<ul style="list-style-type: none"> <li>the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause</li> </ul>	Year 7-11
	<ul style="list-style-type: none"> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> </ul>	Year 7-11
	<ul style="list-style-type: none"> <li>that they have a choice to delay sex or to enjoy intimacy without sex</li> </ul>	Year 7-11
	<ul style="list-style-type: none"> <li>the facts about the full range of contraceptive choices, efficacy, and options available</li> </ul>	Year 8/9/10/11
	<ul style="list-style-type: none"> <li>the facts around pregnancy including miscarriage</li> </ul>	Year 11
	<ul style="list-style-type: none"> <li>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)</li> </ul>	Year 9/11
	<ul style="list-style-type: none"> <li>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</li> </ul>	Year 9/11
	<ul style="list-style-type: none"> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> </ul>	Year 9/ 11
	<ul style="list-style-type: none"> <li>how the use of alcohol and drugs can lead to risky sexual behaviour</li> </ul>	Year 8/9/10/11
	<ul style="list-style-type: none"> <li>how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>	Year 8/9/10/11

## 8.0 GROUND RULES

The use of 'ground rules' will help create a supportive climate for discussion. It will also establish a group which demonstrates trust and confidentiality, respect for privacy and the 'right to pass', respectful listening to the opinion of others, care, and compassion. Sensitivity to religious beliefs will be an important dimension.

## 9.0 SENSITIVE ISSUES

How sensitive issues are dealt with, i.e., teacher style and methods used, is crucial. Such issues will be presented in a broad, balanced way, free from sensationalism and personal bias and sensitively pitched to the level of students' needs and experience. Generally, students' questions will be



answered sensitively in the classroom. However, where questions are of a delicate nature, or cause concern, advice will be sought before answering.

## **10.0 ORGANISATION**

- 10.1 Relationships and Sex Education is jointly coordinated by the PSHE, Careers and Form Time Coordinator who, together with the Deputy Head Pastoral and Heads of Years, is responsible for the overall planning, implementation, and review of the programme.
- 10.2 Delivery is through:
- Planned aspects within Science, PSHE and Philosophy and Religion
  - Addressing moral and ethical issues arising from apparently unrelated topics in all curriculum subjects. Within this category, as long as any discussion takes place within the context of the subject 4 it will not be deemed to be part of the sex education programmes and therefore not subject to the parental right to withdrawal (see Section 13)
  - We engage the services of external speakers to present to students in designated PSHE lessons or other times when lessons are suspended to allow for the delivery of specific topic areas. This approach allows students to receive content from experts in these fields
  - In tutor time sessions this content will be pre-empted by tutors, including trigger warnings and an opportunity to request specific content
  - Any students who may find a specific topic area particularly challenging will be spoken to beforehand by the relevant Head of Year
  - Following the delivery of externally led sessions, tutors deliver follow-up sessions using materials provided by the PSHE, Careers and Form Time Coordinator and/or Head of Year. Staff receive appropriate training from the Head of Year or PSHE, Careers and Form Time Coordinator and/or external providers in advance of the delivery of this material.
- 10.3 A variety of approaches are used to give students relevant information; to enable moral issues to be explored through discussion; and to acquire appropriate skills.
- 10.4 Our provision is inclusive, and students are taught in mixed ability groups. If there is a specific need (for example groups of students of a different faith), arrangements may be made to teach students in appropriate groupings.
- 10.5 A wide range of teaching resources are available to teachers and for consideration by parents through the PSHE, Careers and Form Time Coordinator and the Head of Year. These can be found on Firefly.

## **11.0 ASSESSMENT AND EVALUATION**

- 11.1 Students complete an activity at the start of their RSE sessions to gather an idea of what they know and what needs to be addressed. As well as testing existing knowledge, this acts as an opportunity for students to highlight any areas they believe need to be covered to allow sessions to be tailored to the needs of the cohort, as well as covering essential basics.
- 11.2 Following the RSE sessions students complete an assessment activity to establish their knowledge of the content delivered to demonstrate progress and understanding. This also offers students the



opportunity to provide feedback on the sessions delivered and highlight any areas that they felt were missing, as well as providing them with essential signposting for where to find further information.

- 11.3 Heads of Year in conjunction with the PSHE, Careers and Form Time Coordinator will train tutors in delivering the content in a Year group tutor planning meeting to ensure that they feel comfortable and confident.
- 11.4 In some Year groups (particularly Years 9-11) the Head of Year may use the carousel model whereby the most confident staff deliver the RSE to all the forms in a specific year group. Tutors will feedback on their tutees' engagement in RSE in the reporting session that follows the RSE sessions.

## **12.0 SPECIFIC ISSUES**

The following issues may occur as part of education. Staff, parents, and students need to understand the school's procedures.

### **12.1 Confidentiality and Advice**

- Students will be made aware that some information cannot be held confidential and made to understand that if certain disclosures are made certain actions will ensue (for example, if a student is considered to be at risk). The member of staff will consult with the Deputy Headmaster (Pastoral), who is the DSL, before any decision is made and the student concerned will be informed, with reasons, that their confidentiality is being breached. At the same time students will be offered sensitive and appropriate support.
- The following procedures will be adhered to by all adults:
  - Disclosure of suspicion of possible abuse-
  - The school's Safeguarding and Child Protection procedures will be followed
  - Disclosure of pregnancy
- It is hoped that the following procedure will ensure that students who are in difficulty know that they can talk to an adult in the school and that they will be supported. Information and guidance will always be sought from a health professional.
- The school will always encourage students to talk with their parents about any issues first:
- students should always be asked whether they can tell their parents(s) and whether they want help in doing so. If they do, then subsequent responsibility lies with the parent(s).
  - if students refuse to tell their parent(s) the adult should refer them to a health professional;
  - the adult should report the incident to the Deputy Head Pastoral (DSL) who will consult with the health professional about informing the parent(s).

### **12.2 Addressing Delicate Issues**

- As part of the Relationships and Sex education programme issues of contraception, HIV/AIDS, sexuality, and abortion are addressed. Facts are presented in an objective and balanced way,



with students being encouraged to consider their attitudes and values within the framework set out in paragraph 10.0.

- They will be made aware of the difference between fact, opinion, and religious belief.

### **12.3 Healthy Relationships**

An understanding for all students of healthy relationships, acceptable behaviour, and the right of everyone to equal treatment will help ensure that students treat each other well and go on to be respectful and kind adults. The RSE curriculum is designed to meet the requirements of the 2024 KCSIE statutory guidance. There is significant crossover with the E-Safety provision as students are taught about online safety, online relationships, sharing and receiving nudes and semi-nudes. The College is aware of and addresses issues such as sexual violence and sexual harassment, sexism, and stereotypes and takes positive action to build a culture of respect where such issues will not be tolerated, and any incidences are identified and tackled especially in line with the Equality Act 2010.

### **12.4 Use of visiting speakers**

We make use of visiting speakers who are specialists in particular areas of the RSE curriculum. They are expected to work within the terms of this policy. All speakers visiting the school are to be recorded on the Prevent Visiting Speakers Log. The staff arranging the visit should ensure, in conjunction with the DSL, that their material is appropriate to the age and maturity of the students to be in attendance and does not undermine British Values or the ethos and values of the School.

## **13.0 PARENT CONSULTATION AND THE RIGHT TO WITHDRAW**

- 13.1 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (but not from relationships education). If a parent wishes to withdraw a child, we ask that they discuss it with the Deputy Head (Pastoral) in the first instance. The right to withdraw applies up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.
- 13.2 If Sex Education issues arise spontaneously in a lesson and are not planned, withdrawal would not be appropriate.
- Students who are withdrawn will be dealt with sensitively and will be set alternative work to do in the library.
  - There is no right to withdraw from Relationships or Health Education.
- 13.3 The College will keep a record of all requests and steps taken to meet the parents' request.
- 13.4 Parents are regularly consulted about RSE through focus groups and a questionnaire during the academic year this is used to inform the annual review of the policy.
- 13.5 Parents are directed to the PSHE and the RSE Policy on the school website at the start of each academic year.
- 13.6 The resources include the external speakers who will often do a talk to parents after speaking to the students. This enables parents to support the work done at school with conversations at home. Parents are sent the RSE policy along with the PSHE scheme of work at the start of each academic year and given the opportunity to feedback via the Focus Groups hosted by the Headmaster and the annual questionnaire in the Summer Term.





#### **14.0 STUDENT CONSULTATION**

- 14.1 Students are regularly surveyed through focus groups about the content they feel should be included in the PSHE/RSE provision and their feedback is taken into consideration when planning the curriculum.
- 14.2 Students also have the opportunity to complete an annual online pastoral survey with specific questions relating to RSE.

#### **15.0 STAFF CONSULTATION AND TRAINING**

- 15.1 Staff are encouraged to attend parent talks and often observe PSHE/RSE sessions delivered by external speakers.
- 15.2 Staff also receive training from external expert speakers about matters relation to RSE on whole school insets.
- 15.3 Staff have in-house training and planning sessions with their Year Team and/or the PSHE, Careers and Form Time Coordinator half termly. These are twilight sessions and are complemented by informal weekly Year Team meetings.

#### **16.0 MONITORING AND REVIEW**

- 16.1 RSE is monitored and reviewed by the Deputy Head (Pastoral), PSHE, Careers and Form Time Coordinator and the Heads of Year.
- 16.2 A nominated governor has a safeguarding link role between the school and the governing body.
- 16.3 The policy and provision are reviewed at least annually and ratified by the link governor.

#### **17.0 COMPLAINTS PROCEDURE**

Any complaints about the sex education curriculum should be made to the Head who will consider the appropriate means of handling the complaint, according to the school's Complaints policy.

#### **18.0 RELATED POLICIES/STATUTORY GUIDANCE**

- 18.1 This policy complies with the statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019) and has been written with reference to the following related guidance and documents:
  - Equality Act (2010)
  - Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2019)
  - Keeping Children Safe in Education (2023)
  - Education Act (1996)
  - Learning and Skills Act (2000)
  - Education and Inspections Act (2006)
  - Supplementary Guidance RSE for the 21st century (2014)



- Children and Social Work Act (2017)
- Safeguarding Policy
- PSHE Policy
- Anti-bullying Policy
- Complaints procedure

Last reviewed October 2024

Next review due October 2025