



# LANGTREE SCHOOL GOVERNORS’ RELATIONSHIPS AND SEX EDUCATION POLICY

LANGTREE SCHOOL ACADEMY TRUST COMPANY  
AN EXEMPT CHARITY LIMITED BY GUARANTEE  
COMPANY NUMBER 7980335

In this policy as in all documents of The Langtree School Academy Trust Company (“TLSATC”) any reference to Langtree School, School, Governors of Langtree School or Trustees of Langtree School Academy Trust Company is a reference to The Board of Directors of The Langtree School Academy Trust Company and any reference to the Headteacher of Langtree School is a reference to the Chief Executive Officer of TLSATC.

<b>STATUS:</b>			
<b>RECOMMENDED</b>		<b>STATUTORY</b>	✓
<b>REVIEW FREQUENCY</b>			
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<b>COMMITTEE</b>		<b>Pastoral</b>	
<b>Signed: Chair of Governors</b>			
<b>RSE November 2022</b>			

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### 1. Aims

The aim of this policy is to communicate to staff, governors, parents/carers, visitors and students the manner in which Relationships, Sex Education will be delivered and supported at the School.

The aim of RSE is to:

- enable our students to better understand the nature of relationships
- prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- know about the risks of being online and how to stay safe
- empower pupils to develop feelings of self-respect, confidence and empathy to ensure healthy relationships
- create a positive culture around issues of diversity, sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- support all young people to stay safe and prepare for life in modern Britain

### 2. Ethos

We believe that our ethos of 'Putting Learning First' is not only about our students' academic learning, but it is also about our commitment to educate the whole child and ensure that they learn about themselves, their community and their wider world. Underpinning our commitment are our core values of Courtesy, Respect and Tolerance.

Our PSHE curriculum, of which RSE is part, ensures that our students can confidently respond to the unforeseen challenges of a world in constant flux by creating lessons that focus on relationships and sex, their health and wellbeing and their ability to live in the wider world.

### 3. Statutory requirements

As a secondary academy school we must provide RSE to all pupils 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 Langtree School we teach RSE as set out in this policy and this will start from September 2020.

#### **4. Policy development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involves the following steps:

1. Review – the Deputy Headteacher synthesised all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were informed of the new RSE policy, given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the policy. An initial consultation meeting was held on 11th June 2019.
4. Pupil consultation – The SLT investigated what exactly pupils want from their PSHE/RSE curriculum (May 2019)
5. Parent final consultation- July 2020
6. Each year the Deputy Head Teacher and the PSHE lead will review the RSE programme and publicise a draft policy for parents and students to also review
7. Ratification by school governors

#### **5. Definition**

Relationships, Sex Education (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.

#### **6. RSE Curriculum**

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, 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 that pupils are fully informed and do not need to seek answers online.

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.

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).

#### **7. Delivery of RSE**

At Langtree RSE is delivered through PSHE sessions, Ethics, Science and tutor times. The Deputy Headteacher, supported by the PSHE lead teacher, is responsible for the overall planning of RSE

Langtree School also recognises that some aspects of RSE must be taught by specialists. From time to time we will invite professional health experts in to deliver issues relating to RSE. These will be asked to conform to the following:

- Visitors contributing to RSE will do so at the invitation of the School and will be qualified to make an appropriate contribution
- Visitors must agree with the aims of the School in delivering its policy on RSE
- When in class visitors will be supervised by a teacher who will be present at all times
- Visitors will follow our Safeguarding and Child Protection Procedures if a disclosure occurs within the classroom setting
- Visitors will know and understand where their contribution fits into the School's programme for RSE and Citizenship.

#### **8. Inclusion**

Students with special educational needs will be considered carefully to ensure appropriate content is provided and delivered in the most effective way. This may mean small group lessons, rather than students remaining in their tutor groups.

## **9. Roles and responsibilities**

### **9.1 The governing board**

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

### **9.2 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/non-science components of RSE (see section 8).

### **9.3 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 wish them to be withdrawn from the non-statutory/non-science 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. All teachers may teach RSE as part of the school's PSHE programme, which is delivered through six off timetable days per year (5 in Yr 11), as well as through tutor time.

### **9.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with courtesy, respect and tolerance.

## **10. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-science 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 using the form found in Appendix 3 of this policy 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 pupils who are withdrawn from sex education.

## **11. Training**

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

## **12. Monitoring arrangements**

The delivery of RSE is monitored by the Deputy Headteacher through:

- Learning walks
- Liaising with the PSHE Lead and the Head of Years
- Book scrutinies
- Pupil voice
- Staff surveys

Pupils' development in RSE is monitored by class teachers and self assessment forms.

This policy will be reviewed by the Deputy Headteacher annually. At every review, the policy will be approved by the governing board.

## **Links with other policies**

Safeguarding Policy

Careers Policy

Equality and Diversity Policy

## Appendix 1: Curriculum Overview

Year	Content	How is it taught?
7	How to create harmonious relationships <ul style="list-style-type: none"> <li>Students look at the definition of bullying, categories of bullying, how to reduce bullying, and our rights and responsibilities</li> </ul>	Tutors in PSHE sessions
7	Our Changing Bodies (Puberty) <ul style="list-style-type: none"> <li>Understanding our changing bodies and using the correct language to describe our bodies.</li> </ul>	Tutors in PSHE sessions
7	Reproduction	Science
7	Dealing with Periods at school <ul style="list-style-type: none"> <li>There will be a girls only assembly to offer practical advice regarding the menstrual cycle, products on offer and what to do if you start your period at school (this is known to be a source of anxiety for girls when transitioning to secondary school).</li> </ul>	Assembly (school nurse or PSHE lead)
7	What is sexual harassment? How to report it?	Assembly
7	The family unit. <ul style="list-style-type: none"> <li>Introduce the concept that not all families are the same, students will discuss the different types of families - (heterosexual, LGBT relationships, adopted families, bereaved families, divorced parents and families with different cultures and races etc)</li> <li>Students will focus on the qualities in a relationship that can support and make them feel safe.</li> </ul>	Tutors in PSHE sessions
7	Body Image <ul style="list-style-type: none"> <li>How does the media shape the way we think about our bodies?</li> <li>To investigate the link between the media and body image and to reflect upon how students feel about their own bodies and why.</li> </ul>	Tutors in PSHE sessions
7	Sexting - students will: <ul style="list-style-type: none"> <li>explore the pressures on young people to send naked photographs</li> <li>be able to give advice to others to avoid sending sexts</li> <li>understand the consequences of sending sexts, including the legal consequences, and be able to discuss and debate the notion of whether girls have a (more) negative experience online than boys.</li> </ul>	Computer Studies
7	Cyberbullying - students will be able to: <ul style="list-style-type: none"> <li>define cyberbullying and recognise examples of it</li> <li>identify which actions cross the line between 'banter' and cyberbullying</li> <li>know where to find help and know who to speak to if they are worried about something online</li> <li>explore how using the term 'gay' as a negative adjective is offensive.</li> </ul>	Computer Studies
7	Recognising the signs of grooming <ul style="list-style-type: none"> <li>Sexual</li> <li>County lines</li> <li>radicalisation</li> </ul>	Computer Studies
7 and 8	Child Criminal Exploitation Students will learn: <ul style="list-style-type: none"> <li>What County Lines is, how it is linked to Criminal Exploitation and how can it affect young people</li> </ul>	Outside speakers / Enrichment lessons Drama Performance

	<ul style="list-style-type: none"> <li>• The Grooming Process and how it can apply to County Lines</li> <li>• The similarities and potential crossovers between Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)</li> <li>• How young people can spot the indicators of CCE and CSE and where they can go for help &amp; advice</li> </ul> <p>CCE and CSE are highly sensitive subjects and every care has been taken to ensure that the production is hard-hitting and relevant without being graphic or offensive.</p>	
7	Healthy Eating	Food technology lessons
7	Living in the Wider World: Finance <ul style="list-style-type: none"> <li>• Making Ethical Financial decisions</li> <li>• Saving, spending and budgeting</li> </ul>	Maths teachers
7	Democracy	Ethics
7	Science: Hidden Figures <ul style="list-style-type: none"> <li>• Breaking stereotypes in science</li> </ul>	Assembly/ tutorial
7	'Anansi' by Alistair Campbell <ul style="list-style-type: none"> <li>- Exploring history of slavery</li> </ul>	Drama
8	Managing Difficult Emotions Students will explore: <ul style="list-style-type: none"> <li>• ideas about staying emotionally health</li> <li>• what positive mental health is</li> <li>• the positive ways of managing difficult emotions and feelings</li> <li>• when and how to seek help</li> </ul>	PSHE lessons- tutors
8	What is sexual harassment? How to report it?	Assembly
8	Smoking and peer pressure <ul style="list-style-type: none"> <li>• Students will learn about why people may choose to smoke and how to resist the pressure to do so</li> </ul>	PSHE lessons- tutors
8	Study the play 'I love you mum, I promise I won't die' by Mark Wheeler <ul style="list-style-type: none"> <li>- Discussions around drug taking (MDA)</li> </ul>	Drama
8	Theatre-in-Education unit: revisiting/of a PSHE/ RSE topic of student choice to devise a piece of theatre for a target audience.	Drama
8	First Aid training	PSHE lesson
8	Forming Positive Relationships <ul style="list-style-type: none"> <li>• How we deal with some of the issues that arise from friendships</li> </ul>	PSHE sessions- tutors
8	Human Reproduction and Birth	Science lessons
8	Smashed Live is a touring drama group that explore the dangers of alcohol and drugs	Outside speakers/ theatre group
8	Under My Skin - Theatre Group A play aimed at challenging the taboos about self harm. The play is commissioned by Oxfordshire County Council.	Outside speakers/ theatre group
8	Human Rights <ul style="list-style-type: none"> <li>• students explore the Declaration of Human Rights</li> <li>• understand how negative forms of stereotyping can be, and the consequences of prejudice</li> <li>• students look back on the history of slavery and the civil rights movement to gain a better understanding of race relations</li> </ul>	Ethics  History

8	Celebrating Cultures <ul style="list-style-type: none"> <li>- Breaking stereotypes</li> <li>- Celebrating poetry from the BAME community</li> </ul>	English
8	County Lines Drama Performance	Outside speaker/ performance
9	Equality What is the Equality Act 2010? Who is protected and why?	PSHE - tutors
9	Recap: What is sexual harassment? How to report it?	Assembly
9	Sexual consent <ul style="list-style-type: none"> <li>• Understand the definition of sexual 'consent'</li> </ul>	Tutorial
9	Healthy Sexual Relationships: decisions and outcomes <ul style="list-style-type: none"> <li>• This session aims to encourage students to think about both the positive and negative outcomes of the decisions they make about their relationships</li> <li>• It sets out to facilitate a sex positive message and not alienate young people from the discussion around sex and relationships.</li> <li>• students have the opportunity to ask any questions about sex and contraception so that they can make informed decisions in the future.</li> </ul>	Outside speakers / tutors/teachers
9	Sexual consent: the power to say No. Students will understand that: <ul style="list-style-type: none"> <li>• we all have the right to withdraw our consent at any time - and that this must be respected.</li> <li>• just because someone agreed to something previously doesn't mean they will always agree to it - and this must be respected.</li> <li>• everyone has the right to say 'I have changed my mind' - and this must be respected.</li> <li>• there can be no excuses for not respecting someone's right to change their mind, or to not give or withdraw their consent.</li> </ul>	Ethics teachers
9	Sexually Transmitted Diseases (STIs) Students will learn about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Science teachers in Biology lessons
9	Safe Actions <ul style="list-style-type: none"> <li>• Students will learn about the consequences of carrying knives</li> <li>• They can explain how young people can make positive choices to be knife free</li> </ul>	PSHE session
9	Positive Mental Health <ul style="list-style-type: none"> <li>• Attitudes to mental health</li> <li>• Challenging mental health misconceptions</li> </ul>	PSHE - tutors
9	Breaking stereotypes of the displaced character. <ul style="list-style-type: none"> <li>- Discussion around identity, discrimination in the world we live in.</li> </ul>	English
9	Prejudice and community unit of work <ul style="list-style-type: none"> <li>- Breaking stereotypes in gender, class, race and sexuality</li> <li>- 'Blood Brothers'</li> </ul>	Drama
9	Exploring issues of racism and prejudice <ul style="list-style-type: none"> <li>- Merchant of Venice:</li> </ul>	English
9	The power of the media	England

	- Highlight the dangers of radicalisation	
10	Recap: What is sexual harassment? How to report it?	Assembly
10	Raising aspirations and establishing goals A range of guest speakers will be invited to speak to Year 10 students to inform them of a range of career paths. There will be plenty of opportunities for students to ask questions about careers.	Guest speakers PSHE lessons
10	The effects and dangers of drug	PSHE lessons: Outside Speaker
10	Bullying in the workplace	Tutor Activity
10	Sexual Harassment <ul style="list-style-type: none"> <li>• what sexual harassment is</li> <li>• what to do if they experience sexual harassment and understand that sexual harassment is always wrong</li> <li>• Students will explore sexual harassment in the work place</li> <li>• Challenge the stereotype that this only happens to women</li> </ul>	PSHE lessons- tutors
10	Pornography. Student will understand: <ul style="list-style-type: none"> <li>• 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</li> </ul>	PSHE session
10	Relationships and Families <ul style="list-style-type: none"> <li>• Students evaluate the benefits of marriage, cohabitation, civil partnerships and same sex marriages and their legal status</li> <li>• How stable relationships lead to stable worlds</li> <li>• Students learn about forced marriages</li> <li>• What is the purpose of the family unit and what should a family do? The unit allows students to reflect on what they would do if they became parents</li> </ul>	Ethics (lesson on rotation throughout Year 10 and 11)
10	Sexual consent <ul style="list-style-type: none"> <li>• Recap on what is meant by consent</li> <li>• Explore situations where someone exploits someone else's vulnerability for their own purposes, or situations where they seek to make someone vulnerable, for example by getting the person drunk or spiking their drink.</li> </ul>	Ethics
10	Reproductive health <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</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> </ul>	Science lesson
Yr 11	Recap: What is sexual harassment? How to report it?	Assembly
Yr 11	Preparing for life after langtree: <ul style="list-style-type: none"> <li>• Covering letters and CV writing</li> </ul>	PSHE session - tutors
11	Safe Driving The session aims to: make young drivers aware of the consequences of dangerous driving and how no-one is invincible.	Outside speaker
11	Fire Brigade Safety talk : highlighting the consequences of drink driving and drugs.	Fire and Rescue Service

11	<p>Consent: The final session on sexual consent aims to ensure students:</p> <ul style="list-style-type: none"> <li>• understand the concept of 'victim blaming', students can recognise it when it's taking place and can challenge it.</li> <li>• understand that they have a responsibility not just for their own safety, but for the safety of others as well.</li> <li>• understand that, while they have a responsibility for their own safety, this is unconnected with other people's moral and legal responsibility to respect their right to give, not give, or withdraw their consent</li> <li>• Students to recognise that both ethically and in law, their right to be and stay safe is absolute.</li> </ul>	Ethics
	<p>In tutor time and assemblies, we will also use national awareness days to discuss the following issues:</p> <ul style="list-style-type: none"> <li>• Anti Bullying Week</li> <li>• Mental Health Awareness Week</li> <li>• Assemblies for all years on respecting diversity (LGBT, Black Lives Matter, autism awareness)</li> <li>• Careers days/assemblies</li> <li>• Pride Month</li> <li>• International Women's Day</li> <li>• International Men's Day</li> <li>• British Values: democracy, liberty, rule of law, mutual respect, tolerance</li> <li>• Our core values: Courtesy, Respect and Tolerance</li> </ul>	

**Appendix 2: By the end of Key Stage 4 secondary school pupils should know the following as per the Department of Education guidance document**

Topic	Pupils should know
Families	<ul style="list-style-type: none"> <li>• That there are different types of committed, stable relationships</li> <li>• How these relationships might contribute to human happiness and their importance for bringing up children</li> <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> <li>• Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>• The characteristics and legal status of other types of long-term relationships</li> <li>• The roles and responsibilities of parents with respect to raising of children, including the 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 relationship 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>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships 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 respect to others, including people in positions of authority and due tolerance of other people's 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>Online and media</p>	<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 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>Being safe</p>	<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 marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <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>

<p>Intimate and sexual relationships, including sexual health</p>	<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> <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> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <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> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <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> <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> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li> </ul>
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### Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

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Any other information you would like the school to consider

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Parent  
signature

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To be completed by the school

Agreed actions  
from  
discussion with  
parents

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